DOCUMENT RESUME

ED 170 465 CE 018 852

TITLE	Indiana Career Education. Final Project Performance Report.
INSTITUTION	Indiana State Dept. of Public Instruction, Indianapolis.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
BUREAU NO	554AH60138
PUB DATE	[77]
GRANT	G00764173
NOTE	128p.; Not available in hard copy due to thin light type in the original document; For related documents see ED 132 284 and ED 138 786
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Attitudes; Advisory Committees; *Career Development; *Career Education; Counselor Attitudes; Educational Accountability; *Educational Objectives; *Needs Assessment; Parent Attitudes; Secondary Education; *Statewide Planning; Student Attitudes; *Student Needs; Teacher Attitudes
IDENTIFIERS	Education Amendments 1974; Indiana

ABSTRACT

The Indiana State Advisory Council on Career Education was appointed to aid in identifying the present status and needs of career education and to interpret and disseminate such data to the general public. The needs of students were assessed through the use of six survey instruments which were administered to superintendents, principals, teachers, counselors, parents, and students (instruments appended). The student population sampled consisted of 300 seniors representing a range of educational abilities. Nine career education outcome statements were developed and included on the superintendent, principal, teacher, counselor, and parent surveys. These outcome statements were identified by the respondents as a need of students and whether the schools were meeting each need. All statements were considered important needs of the students and all but statement #5 (providing basic skills) were rated as not being met by the schools. The high school seniors responded to statements related to their school activities, experiences, and their future plans. The results of the student assessment indicate that current school programs may not be meeting the career development needs of the students. The personnel development needs were also assessed and existing and potential resources were identified. This information will be used to develop a state plan which includes short and long range objectives. (BM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED170465

BEST COPY AVAILABLE

INDIANA CAREER EDUCATION
FINAL PROJECT PERFORMANCE REPORT

Project No.: 554AH60138

Grant No.: 600764173

CE 018 852

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OMB NO. 80-R0180

FINANCIAL STATUS REPORT

2. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED: HEW-OE		3. FEDERAL GRANT OR OTHER IDENTIFYING NO.: #G007604173
1. NAME AND ADDRESS OF GRANTEE ORGANIZATION: Superintendent of Public Instruction Room 227 - State House Indianapolis, IN 46204	4. EMPLOYER IDENTIFICATION NO.: 35-6000158	5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.
	6. FINAL REPORT: X YES ___ NO	7. BASIS OF REPORT: X CASH ___ ACCRUED EXPENDITURES
	8. PROJECT PERIOD Month, Day, Year: FROM 07 01 76 TO 06 30 77	9. REPORT PERIOD Month, Day, Year: FROM 07 01 76 TO 06 30 77

10. STATUS OF FUNDS	Career Education Programs — PROGRAMS - FUNCTIONS - ACTIVITIES						
	(1) 62 00 6605 #G007604173	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	4,457.26	333.44	124.60	15.35	0	17.00	4,947.65
b. Total program outlays this period	10,931.48	840.57	3,125.30	1,511.39	8,879.00	236.00	25,523.74
c. LESS: Program income credits	N/A	N/A	N/A	N/A	N/A	N/A	
d. Net program outlays this period	15,388.74	1,174.01	3,249.90	1,526.74	8,879.00	253.00	30,471.39
e. Total program outlays to date	15,388.74	1,174.01	3,249.90	1,526.74	8,879.00	253.00	30,471.39
f. LESS: Non-Federal share of program outlays	N/A	N/A	N/A	N/A	N/A	N/A	
g. Total Federal share of program outlays	15,388.74	1,174.01	3,249.90	1,526.74	8,879.00	253.00	30,471.39
h. Total unpaid obligations	0	0	0	0	0	0	
i. LESS: Non-Federal share of unpaid obligations	N/A	N/A	N/A	N/A	N/A	N/A	
j. Federal share of unpaid obligations	0	0	0	0	0	0	
k. Total Federal share of outlays and unpaid obligations	15,388.74	1,174.01	3,249.90	1,526.74	8,879.00	253.00	30,471.39
l. Total Federal funds authorized	20,000.00	3,900.00	6,000.00	6,300.00	9,000.00	1,000.00	46,200.00
m. Unobligated balance of Federal funds	4,611.26	2,725.99	2,750.10	4,773.26	121.00	747.00	15,728.61

11. INDIRECT EXPENSE a. TYPE OF RATE (Mark box)
___ PROVISIONAL ___ FINAL
___ PREDETERMINED ___ FIXED

b. RATE	c. BASE
d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE	TELEPHONE (AREA CODE / NUMBER / EXT.)
Robert D. Gadberry Director of Accounting	317 / 633-5542 /
SIGNATURE OF AUTHORIZED OFFICIAL: Robert D. Gadberry	DATE REPORT IS SUBMITTED:

HEW-601T

A. Advisory Groups

1. State Advisory Council on Career Education

A State Advisory Council on Career Education was appointed by the State Superintendent of Public Instruction in the fall of 1975. The council members were selected for appointment for their interest in the career development of children, youth, and adults in our state. Council members represent business, labor, industry, government, education at all levels, and parents from a wide geographic base and a broad background of community leadership. (See Appendix A)

This year students were added to the council. Career education project coordinators were contacted throughout the state for suggestions of students who had exposure to career education experiences and had displayed leadership qualities in their home school environment. From these suggestions these high school students were appointed, each representing a particular geographic area in the state.

The Council's objectives were to:

1. act in a advisory capacity to the Department of Public Instruction and state coordinators of career education on matters relating to career education;
2. establish a broad support base for career education in the State of Indiana;
3. aid in identifying the present status and needs of career education and to interpret and disseminate such data to the general public;
4. assist with the development of the state plan for career education.

Some of the activities the council conducted between July 1, 1976 and June 30, 1977 have included:

--- Two meetings of the Advisory Council to consider overall view of career education in the state and react to the plans and activities of the state plan project.

--- Development of a state position statement on career education.

--- Development of student outcome statements for comprehensive K-12 career education programs.

--- Participation at the statewide conference on career education.

2. Project Coordinators

During a previous state career education project, local coordinators from the project sites met together quarterly to be updated on state activities and to share local successes and failures. The group found these meetings beneficial, therefore the meetings were continued and the group was expanded to include coordinators from other local career education projects. (See Apprendix B)

Some of the activities the project coordinators group participated in between July 1, 1976 and June 30, 1977 have included:

--- Two meetings of the group for the purpose of supplying input for state plan activities;

--- Planning and participation in state conference on career education;

--- Development of a state position statement on career education;

--- Development of student outcome statements for comprehensive K-12 career education programs.

3. University Task Force

A task force of fourteen university personnel representing the professional preparation programs in the state. The purpose of the task force was to assess the status of career education in these professional preparation programs and to determine criteria for future directions that the training programs invision moving towards. (See Appendix C)

The group was only able to meet once during the year in a brainstorming session. The tasks set out for the group were not completed.

B. Student Needs Assessment

The needs of students were assessed through the use of six survey instruments. The instruments were used to sample the opinion of the following populations concerning the career education needs of students: superintendents, principals, teachers, counselors, parents, and students. (See Appendix D) The surveys were distributed to all superintendents and principals throughout the state. A random sample of 20% of the counselor population and 5% of the teacher population was used to represent those groups. Due to the ease in logistics, PTA presidents were asked to respond to questionnaires to represent parents. All of the groups had the surveys distributed through the mail.

The student population was sampled with the assistance of volunteer counselors. A sample of 300 seniors was being sought that represented a range of educational abilities. The staff enlisted the assistance of fifty counselors to choose six students and administer the surveys. (Refer to chart #1 for profile of respondents)

Nine career education outcome statements were developed and included on the superintendents, principals, teachers, counselors, and parents surveys. The participants were asked to consider the outcome statements and decide whether each was a need of students and whether the schools were meeting this need. (Refer to chars 2-8 for data)

The results show that the respondents recognize the statements as important needs of students but indicate that the schools are not meeting these needs. Except for statement #5 which relates to providing basic skills, the percentage of

Chart # 1

PROFILE OF SURVEY RESPONDENTS

Group	Approx. Population Size	Number of Surveys Sent	Number Returned	Return Rate	Percent of Population Surveyed
Superintendents	310	310	155	50%	50%
Region 1	129	129	58	45%	45%
Region 2	104	104	54	52%	52%
Region 3	77	77	43	56%	56%
Principals	2,152	2,152	268	12%	12%
Elementary	1,472	1,472	130	9%	9%
MS/JH	340	340	63	19%	19%
High School	340	340	69	20%	20%
Multiple/Unidentified	---	---	6	---	---
Region 1	882	882	66	7%	7%
Region 2	792	792	174	22%	22%
Region 3	478	478	24	5%	5%
Other/Unidentified	---	---	4	---	---
Teachers	54,000	2,700	364	13%	.7%
Elementary	27,000	1,350	149	11%	.6%
MS/JH	10,000	500	74	15%	.7%
High School	12,500	625	137	22%	1.1%
Multiple/Unidentified	4,500	225	4	2%	.1%
Special Education	---	---	13	---	---
Academic	---	---	118	---	---
Vocational	---	---	65	---	---
Arts/Physical Education	---	---	34	---	---
Unidentified	---	---	134	---	---
Region 1	---	---	133	---	---
Region 2	---	---	143	---	---
Region 3	---	---	78	---	---
Unidentified	---	---	10	---	---
Counselors	1,650	330	16	5%	1%
Elementary	184	37	0	0%	0%
MS/JH	1,464	293	0	---	---
High School			16	---	---
Region 1	---	---	6	---	---
Region 2	---	---	7	---	---
Region 3	---	---	3	---	---

Chart # 1

PROFILE OF SURVEY RESPONDENTS (cont.)

Group	Approx. Population Size	Number of Surveys Sent	Number Returned	Return Rate	Percent of Population Surveyed
PTA Presidents	---	---	102	---	---
Region 1	---	---	39	---	---
Region 2	---	---	29	---	---
Region 3	---	---	23	---	---
Unidentified	---	---	11	---	---
High School Seniors	---	300	243	81%	---
Region 1	---	54	42	78%	---
Region 2	---	228	108	47%	---
Region 3	---	18	17	94%	---
Unidentified	---	---	76	---	---

Chart # 2

Outcome Goals: Are they important? Are they being met?

Summary of All Groups

Data Presentation: Percentage responding "yes"

Note: Both questions were worded differently on the parent survey.

Do you consider this an important need for students?					Goal	Do you feel the schools are meeting this need?				
Sup.	Prin.	Teach.	Coun.	PTA		Sup.	Prin.	Teach.	Coun.	PTA
					A student will be able to:					
97	93	96	100	92	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	36	34	24	50	41
98	93	93	94	89	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	44	29	25	38	40
89	83	88	88	84	3. Choose a career path by considering both personal characteristics and career information.	19	21	16	31	26
					A student will have developed:					
95	94	92	94	84	4. A set of values that includes a desire to work.	21	35	23	31	41
98	98	97	100	97	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	63	59	42	50	59
88	88	92	94	88	6. Marketable skills and/or knowledge of how and where to attain skills.	35	34	27	44	40
94	90	91	100	83	7. Skills that will assist in locating and obtaining employment.	34	28	26	31	30
95	92	95	94	91	8. Work habits and interpersonal skills necessary for succeeding in a career.	27	31	26	38	38
86	82	87	94	80	9. The ability to cope with and adjust to economic, technological, and societal changes.	17	16	13	13	28
11										12
93	90	92	95	88	Average across goals	33	32	25	36	38

Chart # 3

Superintendents

Data Presentation: Percentage giving each response. Multiple and non-responses are not tabulated.

Do you consider this an important need for students?			Goal	Do you feel the schools are meeting this need?		
Yes	No	Undecided		Yes	No	Undecided
			A student will be able to:			
97	0	2	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	36	35	21
98	1	1	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	44	33	16
89	2	8	3. Choose a career path by considering both personal characteristics and career information.	19	40	30
			A student will have developed:			
96	1	3	4. A set of values that includes a desire to work.	21	45	28
98	1	1	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	63	14	15
88	5	6	6. Marketable skills and/or knowledge of how and where to attain skills.	35	34	22
94	2	3	7. Skills that will assist in locating and obtaining employment.	34	41	17
95	1	3	8. Work habits and interpersonal skills necessary for succeeding in a career.	27	37	28
86	3	10	9. The ability to cope with and adjust to economic, technological and societal changes.	17	52	25

Chart # 4

Principals

Data Presentation: Percentage giving each response. Multiple and non-responses are not tabulated.

Do you consider this an important need for students?			Goal	Do you feel the schools are meeting this need?		
Yes	No	Undecided		Yes	No	Undecided
			A student will be able to:			
93	3	4	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	34	39	20
93	3	3	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	29	39	24
83	6	9	3. Choose a career path by considering both personal characteristics and career information.	21	42	28
			A student will have developed:			
94	1	4	4. A set of values that includes a desire to work.	35	33	25
98	1	1	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	59	16	18
88	5	6	6. Marketable skills and/or knowledge of how and where to attain skills.	34	33	26
90	4	4	7. Skills that will assist in locating and obtaining employment.	28	42	22
92	2	4	8. Work habits and interpersonal skills necessary for succeeding in a career.	31	32	34
82	4	11	9. The ability to cope with and adjust to economic, technological and societal changes.	16	43	34

Chart # 5

Principals by Level

Data Presentation. Percentage responding "yes".

Do you consider this an important need for students?			Goal	Do you feel the schools are meeting this need?		
Elem.	MS/JHS	HS		Elem.	MS/JHS	HS
			A student will be able to:			
88	94	100	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	25	37	48
91	94	97	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	23	25	48
79	83	88	3. Choose a career path by considering both personal characteristics and career information.	15	21	35
			A student will have developed:			
94	98	91	4. A set of values that includes a desire to work.	39	37	26
96	100	100	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	67	52	55
83	89	97	6. Marketable skills and/or knowledge of how and where to attain skills.	26	32	51
87	92	93	7. Skills that will assist in locating and obtaining employment.	22	25	42
92	97	87	8. Work habits and interpersonal skills necessary for succeeding in a career.	34	33	23
79	83	88	9. The ability to cope with and adjust to economic, technological, and societal changes.	15	17	17
88	92	93	Average across goals	30	31	39

Chart # 6

Teachers

Data Presentation: Percentage giving each response. Multiple and non-responses are not tabulated.

Do you consider this an important need for students?			Goal	Do you feel the schools are meeting this need?		
Yes	No	Undecided		Yes	No	Undecided
			A student will be able to:			
96	2	1	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	24	51	21
93	2	3	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	25	54	15
88	4	7	3. Choose a career path by considering both personal characteristics and career information.	16	52	25
			A student will have developed:			
92	3	4	4. A set of values that includes a desire to work.	23	50	21
97	0	2	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	42	32	20
92	1	6	6. Marketable skills and/or knowledge of how and where to attain skills.	27	41	24
91	3	5	7. Skills that will assist in locating and obtaining employment.	26	42	23
95	2	1	8. Work habits and interpersonal skills necessary for succeeding in a career.	26	40	24
87	3	9	9. The ability to cope with and adjust to economic, technological and societal changes.	13	52	29

Chart # 7

Teachers by Level

Data Presentation: Percentage responding "yes".

Do you consider this an important need for students?			Goal	Do you feel the schools are meeting this need?		
Elem.	MS/JHS	HS		Elem.	MS/JHS	HS
			A student will be able to:			
97	96	96	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	26	22	22
93	92	95	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	23	28	26
90	86	87	3. Choose a career path by considering both personal characteristics and career information.	17	11	19
			A student will have developed:			
92	91	93	4. A set of values that includes a desire to work.	26	20	19
96	99	98	5. The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	51	36	34
93	89	92	6. Marketable skills and/or knowledge of how and where to attain skills.	21	23	36
90	89	92	7. Skills that will assist in locating and obtaining employment.	19	24	33
94	97	95	8. Work habits and interpersonal skills necessary for succeeding in a career.	31	22	23
84	85	90	9. The ability to cope with and adjust to economic, technological, and societal changes.	12	14	12
92	[illegible]	93	Average across goals	25	21	25

Chart # 8

PTA Presidents

Data Presentation: Percentage giving each response. Multiple and non-responses are not tabulated.

Should this occur in schools?				Is this occurring in school?		
Yes	No	Undecided	Goal	Yes	No	Undecided
			A student will be able to:			
92	2	4	1. Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	41	29	22
89	2	5	2. Understand the nature of and requirements for a variety of occupational and educational opportunities.	40	28	25
84	8	6	3. Choose a career path by considering both personal characteristics and career information.	26	35	31
			A student will have developed:			
84	5	6	4. A set of values that includes a desire to work.	41	29	21
97	0	1	5. The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.	59	19	14
88	4	5	6. Marketable skills and/or knowledge of how and where to attain skills.	40	25	26
83	6	5	7. Skills that will assist in locating and obtaining employment.	30	27	32
91	1	4	8. Work habits and interpersonal skills necessary for succeeding in a career.	38	25	28
80	7	9	9. The ability to cope with and adjust to economic, technological and societal changes.	28	37	25

respondents who felt the schools were meeting these student needs ranged from approximately 20-40%. Even statement #5 indicates that the schools are not fully meeting the need of providing students with basic academic skills.

The high school seniors responded to statements related to their school activities, experiences and their future plans. The statements were constructed to relate to most of the outcome statements but still worded so the students could identify with the statements. The students were asked to consider if the experiences described by the statements should occur in school and whether they were occuring in school. (Refer to chart #9 for data)

The senior students agreed that the experiences and activities described should occur in school. They disagreed with the other groups in that they indicated that these experiences were occuring in schools. This discrepancy may have been caused by the method of administering the surveys to the students. Having been hand chosen by the counselors and with the counselor present during the response period, the students may have felt some pressure to answer in such a way as to show their school program in a more positive manner.

When asked about their immediate and future plans, the majority of the students indicated that they had at least some idea of what they wanted to do. (Refer to chart #10 for data) These plans seem to be formulated in the high school years with at least "some" aid by both teachers and counselors.

The results of the student needs assessment indicate that

High School Seniors

Chart #8

Data Presentation: Percentage giving each response. Multiple and non-response are not tabulated.

Note: Several items of the student survey relate to the outcome goals.

Should this occur in your school?			Question Related To . . .	Is this occuring in your school?		
Yes	No	?		Yes	No	?
			Outcome Goal 1			
86	0	2	The school helped you to consider information about yourself as it relates to future educational and occupational plans.	77	14	8
			Outcome Goal 2			
85	1	2	You were encouraged at school to investigate personal and educational requirements for occupations you have considered.	78	16	5
85	0	2	Information about various occupations and occupational opportunities is available to you.	90	5	5
83	4	5	You were made aware of the employment possibilities in your community and the surrounding area.	47	39	13
			Outcome Goal 3			
81	1	8	The school provided opportunities for you to develop and improve decision-making skills.	60	23	16
			Outcome Goal 6			
83	1	3	Information about post-high school educational opportunities is available to you.	86	5	8
			Outcome Goal 7			
79	4	9	You were taught how to look for a job and how to act during a job interview.	34	58	6
			Indirectly Related to Goals			
77	5	9	The school provided opportunities for your parents to discuss your educational plans.	42	30	26
79	4	5	Teachers discussed the various occupations which were related to the subjects they taught.	52	39	8
82	2	5	Average across items	63	25	11

Chart # 10

High School Seniors' Career Plans

Data Presentation: Percentage giving each response. Multiple and non-responses are not tabulated.

	Total	Region 1	2	3
Do you know what you will be doing a year from now?				
1. Yes. I have firm plans.	50	50	49	35
2. I have an idea of what I'll be doing but it's not certain.	44	43	47	65
3. No.	5	7	4	0
Do you know what kind of work you want to be doing ten years from now?				
1. Yes. I know exactly what I want to do.	36	38	33	35
2. I have several things in mind, but I haven't decided for sure.	51	45	58	35
3. There are some things I know I DON'T want to do, but I haven't decided what I DO want to do.	9	10	6	12
4. No. I have no idea.	4	7	2	12
What grade were you in when you made your present career plans?				
1. Since I don't have any plans for the future I can't say.	14	7	14	12
2. 12th grade	23	38	18	29
3. 11th grade	34	17	38	35
4. 10th grade	16	17	16	24
5. 9th grade	6	10	5	0
6. 8th grade	2	5	3	0
7. 7th grade	1	2	1	0
8. Before 7th grade	5	5	6	0
How much have your teachers helped you in planning your career?				
1. A lot	15	19	14	6
2. Some	60	57	55	76
3. None	24	24	31	18
How much have your counselors helped you in planning your career?				
1. A lot	21	21	20	29
2. Some	61	52	64	65
3. None	19	26	16	6

current school programs may not be meeting the career development needs of students. Therefore, the state plan includes a section of goals and objectives for various grade levels that will act as guidelines for local school corporations to revise their educational programs. (Refer to state plan document)

C. Personnel Development Needs

The personnel development needs were assessed using the four of the six survey instruments described in the student needs assessment section. (Refer to Appendix D) The superintendents, principals, teachers and counselors were surveyed to determine the amount and kind of career education training they have had, whether there is a need for more and what methods are desired to obtain future training.

When teachers were asked to indicate the approximate amount of time spent on formal training in career education within hte last five years, about one-half of the respondents indicated that they have had no more than an hour of training. (Refer to Chart #11 for data) When asked to indicate how they learned about career education, the majority of the teachers indicated that professional reading was their basic source of information. Other high percentage responses included graduate courses, various kinds of inservice programs, and talking to other educators involved in career education. A low response rate was indicated for undergraduate classes, Department of Public Instruction workshops and conferences, state or national professional organizations and programs by regional service centers for career education. (Refer to chart #12 for data)

Note: the low response on the last item may have been caused by poor wording of the item. In the state of Indiana, there are two regional career education resource centers supported by the State Board of Vocational and Technical Education. These two centers have inservice responsibilities for career education. Local educators often confuse them with regional service centers supported by the Department of Public Instruction.

Chart # 11

Training: Amount

Teachers - by own report

Data Presentation: Percent of responding teachers in each training amount category.*

Total amount of formal training during last five years.	Total	Level			Region		
		Elem.	MS/JH	HS	1	2	3
One hour or less	46	51	46	42	50	47	38
More than 1 hour, less than 1 day	20	21	18	19	23	13	27
1 - 3 days	14	14	12	15	10	17	15
More than 3 days	17	9	22	21	14	19	18
Total of more than 1 hour	51	44	52	55	47	49	60

Counselors - by own report

Date Presentation: Percent of responding counselors in each training amount category.*

Total amount of formal training during last five years	Total	Level			Region		
		Elem.	MS/JH	HS	1	2	3
One hour or less	13				17	14	0
More than 1 hour, less than 1 day	13				0	0	67
1 - 3 days	13				17	14	0
More than 3 days	56				50	71	33
Total of more than 1 hour	82				67	85	100

* A note of caution when referring to the percentages. Due to a very poor return rate from teachers and counselors, the percentages represent a very small number of responses.

Chart # 12

Training: Sources

Through which source(s) have you learned about career education during the last five years?

Data Presentation: Percentage indicating each source.*

Note: Multiple responses were allowed.

		Level			Region		
Teachers	Total	Elem.	MS/JH	HS	1	2	3
Professional reading	66	67	62	66	67	66	63
Talking with other educators involved in career education	40	35	36	47	41	39	41
Graduate courses	30	24	30	38	29	32	31
Local inservice programs	25	17	27	31	26	21	29
Visits to career education programs in other schools	20	15	22	23	23	20	14
Talking with a local career education coordinator	20	15	16	24	19	20	19
Programs by a regional service center for career education	14	13	12	15	15	6	27
Programs by state or national professional organizations	12	11	9	15	16	12	8
Department of Public Instruction workshops or conferences	12	12	11	13	14	8	17
Undergraduate courses	8	7	5	9	7	11	4
Counselors							
Professional reading	94				100	86	100
Talking with teachers or other counselors involved in career education	69				67	57	100
Graduate courses	19				33	14	0
Local inservice programs	25				17	14	67
Visits to career education programs in other schools	56				50	57	67
Talking with a local career education coordinator	19				33	14	0
Programs by a regional service center for career education	44				67	43	0
Programs by state or national professional organizations	25				33	29	0
Department of Public Instruction workshops or conferences	38				33	29	67
Undergraduate courses	2				0	0	0

* *A note of caution when referring to the percentages. Due to a very poor return rate from teachers and counselors, the percentages represent a very small number of responses.*

The work of the resource centers is probably also reflected in the percentage for local inservice program responses.

When counselors were asked the same question concerning amount of training in career education, over half indicated that they had more than three days of training. (Refer to chart #11 for data) Professional reading was again listed first as a source of information, with talking with other educators, visits to career education programs, Department of Public Instruction workshops or conferences and regional service center programs showing a good response rate. Graduate and undergraduate courses were not often checked. (Refer to chart #12 for data)

When questioned as to a need to learn more about career education, approximately two-thirds of the responding teachers and counselors indicated this as a need. (Refer to chart #13) This was again demonstrated when teachers listed <u>not enough knowledge in career education</u> first when considering possible obstacles in the implementation of career education. Counselors listed it second. (Refer to chart #14 & 15)

Principals and superintendents were not asked to indicate training or knowledge of career education. In the resource identification section of their questionnaire they were asked to indicate programs, classes, activities and career education personnel, there seemed to be a confusion in the minds of the administrators in distinguishing the difference between career education and vocational education. For example when asked if there were any special courses in career education, forty-three principals reported a total of 109 career education

Chart # 13

Training: Recognized Need for More

Do you feel a need to learn more about career education?

Data Presentation: Percentage of group giving each response. Multiple and non-responses are not tabulated

	Yes	No	Undecided
Teachers	70	17	12
Elementary	67	20	11
Middle School/Junior High	74	16	9
High School	69	15	15
Region 1	68	19	11
Region 2	70	18	10
Region 3	69	13	18
Special Education	77	23	0
Academic	69	15	14
Vocational	68	20	11
Arts/Physical Education	76	12	12
Counselors	63	19	13

Chart # 14

Perceived Obstacles: Teachers'

Data Presentation: Percentage of teachers indicating each as an obstacle to their involvement in career education.

Note: Up to three responses per respondent were allowed.

	Total	Elem.	MS/JH	HS
I don't know enough about career education to implement it properly.	23	24	18	23
The career education responsibilities of my grade level or subject area haven't been defined.	18	32	12	8
Although career education in the schools is important, it is not appropriate at my grade level.	16	29	12	4
I don't have enough class time to address career education concepts.	12	13	16	9
I don't have access to instructional materials for career education.	12	15	8	9
I don't have time for planning career education activities.	10	9	5	14
The school administration has not encouraged career education.	10	5	15	12
Although career education in the schools is important, it should be handled by counselors or by teachers of other subject areas.	4	4	1	4
Students are not interested in career education.	4	1	9	4
I don't have access to community resource people for career education.	3	3	3	3
I don't see career education as a high priority for K-12 education.	2	1	1	4
Although career education is important for some types of students, the kind I teach don't need it.	2	3	0	2

Chart # 14

Perceived Obstacles: Teachers' (cont.)

	Total	Elem.	MS/JH	HS
Parents don't want career education	1	0	4	1
It would be futile for me to incorporate career education concepts when others are not doing their part.	1	1	3	1
I've tried incorporating career education and it didn't work out.	1	0	0	2
Average number of obstacles checked	1.20	1.41	1.08	1.01

Chart # 15

Perceived Obstacles: Counselors

Data Presentation: Percentage of counselors indicating each as an obstacle to their involvement in career education/career guidance.

	Total
I have too many responsibilities to devote time to career education/career guidance	38
I don't know enough about career education/career guidance.	25
The career education/career guidance responsibilities of counselors have not been defined.	25
Teachers in the school have shown no interest in career education/career guidance.	19
The school administration has not encouraged career education/career guidance.	13
Students are not interested in career education/ career guidance	13
I don't have access to career materials.	13
I consider career education/career guidance the responsibility of teachers rather than counselors.	6
Parents don't want career education/career guidance.	6
I don't have lines of communication with community businesses.	6
I don't consider career education/career guidance particularly important.	0
Students at this level are too young for career education/career guidance.	0
Students at this level are too old for career education/career guidance.	0
I've tried getting involved in career education/ career guidance and it didn't work	0
Average number of obstacles checked	1.62

Courses. (Refer to chart #16 for data) Superintendents often indicated area vocational directors as the career education contact person in the school corporation.

The results indicate that the state plan needs a strong inservice component. More work with superintendents and principals to help distinguish career education and vocational education is indicated.

Teachers and counselors have indicated that they want more information and prefer using local inservice programs, visits to career education programs in other schools and Department of Public Instruction workshop or conferences to gain the new information and skills. Strategies to make the service of the two regional resource centers more available to local school corporations and to expand the types of inservice offered should be explored. Recommendations for inservice from a previous career education project indicated that a series of workshops and planning sessions is most beneficial, therefore time and personnel needs to be obtained. The capabiltiy of visiting other career education sites is currently available but need to be improved.

Staff development efforts need to include university personnel. Both the teachers and counselors indicated little career education information and skills being gained from graduate or undergraduate classes. The professional trainers need to incorporate career education concepts in the preparation programs of teachers and counselors.

Chart # 16

Implementation: Strategies

Principals: Does your school offer (a) special course(s) in career education?

Date Presentation:	Percentage responding "yes"
Total	16
Elementary	2
Middle School/Junior High	27
High School	28
Region 1	18
Region 2	17
Region 3	4

Note: A total of 109 career education courses are reportedly taught at the 43 schools whose principals responded "yes" to this item.

D. Business, Labor, Industry, Professional and Government Needs

The business, labor, industry, professional and government community have been surveyed extensively both within the state and nationwide. With the existence of these studies and the logistical problem of getting an accurate sample, it was decided not to institute a new survey from this sector.

E. Existing and Potential Resources

The needs assessment efforts were given priority this year, so the resource identification efforts concentrated on locating the local career education programs throughtout the state. Questions were added to the four educational personnel survey to ascertain the state of the art.

A list of the career education programs and their contact people was compiled and will be distributed to the school corporation eventually. Efforts were made to eliminate those programs listed that were actually vocational education instead of career education. (Please refer to Contact Person Directory) There are plans for a follow-up document to go to each contact person to obtain more information about the career education program and activities.

F. Short and Long Range Objectives

The state plan, which includes short and long range objectives, is being submitted in draft form to be revised next year. (Refer to State Plan document)

10. Evaluation

1. Advisory Group

Upon evaluating the Advisory Council in reference to the objectives set out for them, the group had been observed to be operating effectively.

2. Needs Assessment

After being drafted by a third party group, the instruments were evaluated by checking the overall goals against the specific questions on the surveys. The instruments were evaluated by three groups: the steering committee, the project coordinators in the state, and the Advisory Council on Career Education. The reliability of the instruments will be evaluated after data is collected.

3. Resource Identification

N/A

4. Short and Long Range Objectives

N/A

5. Dissemination Strategies

N/A

11. Anticipated Changes and/or Problems

N/A

12. Dissemination Activities

Dissemination activities conducted between July 1, 1976, and June 30, 1977, have included:

--- The director presented information about the state plan project at a series of area meetings sponsored by the Division of Pupil Personnel Services. The audience at these meetings included counselors, school psychologists, attendance officers, school nurses, school social workers and guidance directors.

--- The director prepared an article concerning the project for the Career Digest, a publication by the Indiana Career Resource Center and other educational newsletters.

--- The state caucus at the Commissioner's National Conference on Career Education was used to inform participants about the project.

--- A state conference on career education was conducted with part of the day used to share information concerning the state plan and to gain input from the participants. (See Appendix E)

13. Special Activities

Special activities conducted between July 1, 1976, and June 30, 1977, have included:

--- Formation of a task force representing participants at the state caucus to discuss concerns with the State Superintendent of Public Instruction.

--- Development of a position statement on career education which was endorsed by the State Superintendent of Public Instruction. (Appendix F)

--- Development of student outcome statements for career education which was endorsed by the State Superintendent of Public Instruction. (Appendix G)

--- Development of a career education brochure to be distributed to educational personnel and community members. (Appendix H).

APPENDIX A

State Advisory Council on Career Education

1. Major units of the State Educational Agency

Dr. Jack Bainter: Representative of Commission on Higher Education, 143 W. Market, Indianapolis, IN 46204.

Mr. Don Gentry: Executive Director of Indiana State Board of Vocational and Technical Education, 17 West Market, Room 401, Indianapolis, IN 46204.

Mr. John Stone: Representative of Indiana General Commission, North Miami High School, R.R. #1, Denver, IN 46926.

2. Other State Governmental Units where assistance is considered necessary in implementing career education.

Mr. C. Lee Crean, Jr.: Executive Director of Manpower Development, 150 W. Market Street, 7th Floor, Indianapolis, IN 46204.

Mr. Harry Dill: Representative of Indiana Employment Security Division, 1115 North 12th Street, Noblesville, IN 46060.

Mr. Raymond W. Rizzo: Representative of the Office of the Governor, Room 210, State House, Indianapolis, IN 46204.

3. Business and Industry

Mr. Jack Bragg: Representative of Indiana Bell Telephone Company, 240 North Meridian, Indianapolis, IN 46204.

Mr. Robert Cherry: Representative of Indiana Farm Bureau, Inc., 130 E. Washington Street, Indianapolis, IN 46204.

Mr. Max L. Moser: Representative of Indiana State Chamber of Commerce, 201 Board of Trade Building, Indianapolis, IN 46204.

4. Labor

Mr. John A. Norris: Representative of Indiana State AFL-CIO, 100 N. Madison Avenue, P.O. Box 385, Greenwood, IN 46142.

5. School Administrators

Dr. Frank W. Hunter: Superintendent of Indiana Association of Public School Superintendents, MSD of Perry Township, 1130 East Epler Avenue, Indianapolis, IN 46227.

Sister Elaine Kohn: Coordination Principal, Indiana Association of Supervision and Curriculum Development, 1502 S. Union Street, Indianapolis, IN 46200.

Mr. David E. Middleton: Indiana Association of Junior and Senior High School Principals, Principal of Area Vocational-Technical School, 325 West 38th Street, Anderson, IN 46014.

Dr. Wendell Peterson: Executive Secretary of Indiana School Board Association, 222 N. New Jersey Street, Indianapolis, IN 46204

6. Counselors

Ms. Rachel Oesting: Indiana Personnel and Guidance Association, Director of PPS, Chesterton High School, 651 W. Morgan Street, Chesterton, IN 46304.

Mr. Donald Small: Counselor, 2156 Alton, Beech Grove, IN 46107.

7. Teachers

Mr. Bill Cook: Indiana State Teachers Association, 150 West Market Street, Indianapolis, IN 46204.

Mr. Robert Thornberry: Executive Director of Indiana Federation of Teachers, 8575 Zionsville Road, Indianapolis, IN 46268.

8. Vocational Education Personnel

Ms. Paula Carter: Indiana State Advisory Council on Vocational Education, Illinois Building, Suite 524, 17 West Market Street, Indianapolis, IN 46204.

Mr. Horace Richardson: President of Indiana Vocational Association, North Lawrence Area Vocational School, P.O. Box 759, Bedford, IN 47421.

9. Parents

Ms. Ruth Reid: President of Indiana Parent Teacher Association, 401 Tyler Avenue, Evansville, IN 47715.

10. Students

James Knoop: Student, R.R. 2, Box 272, Elwood, IN 46036.

John Click: Student, 106 West Flamingo, Clarksville, IN 47130.

Michelle Edison: Student, 3121 Baltimore, Apt. D., Indianapolis, IN 46218.

11. Other

Ms. Elizabeth Bridgewater: Representative of Community Action, 925 West 7th Street, Bloomington, IN 47401.

Mr. Roger L. Jessup: State Senator, Fairmount, IN 46928.

Ms. Marilyn Schultz: Representative of State Legislature, 800 North Washington, Bloomington, IN 47401.

Dr. James Sherrill: Representative of U.S. Armed Forces, Military Science Dept., Fort Benjamin Harrison, IN 46216.

12. Ex - Officio Members

Dr. Harold H. Negley: State Superintendent, Indiana Dept. of Public Instruction, Room 229, State House, Indianapolis, IN 46204.

Mr. Richard Crowe: Associate Superintendent, Indiana Dept. of Public Instruction, Room 229, State House, Indianapolis, IN 46204.

Ms. Jean Merritt: Associate Superintendent, Indiana Dept. of Public Instruction, Room 229, State House, Indianapolis, IN 46204.

APPENDIX B

Advisory Group

Project Coordinators

CAREER EDUCATION PROJECT COORDINATORS

Richard Morrison
Elkhart Area Career Center
2424 California Road
Elkhart, IN 46514
219/295-4724 (home 291-2173)

Ms. Carol Wiegner
Elkhart Area Career Center
2424 California Road
Elkhart, IN 46514
219/295-4724

James Williams
Career Resource Center
1825 Beeler Street
New Albany, IN 47150
812/948-8037 (home 944-4968)

Ms. Fran Arnold
Clarksville Middle School
101 Ettels Lane
Clarksville, IN 47130
812/282-8235 (home 294-4867)

Ms. Joyce Phelps
Bloomington High School South
1965 South Walnut
Bloomington, IN 47401
812/336-6383 (home 334-2577)

John Naab
Lakeland Community School Corp.
P.O. Box 638
Syracuse, IN 46567
219/457-3188

William Birk
Griffith Senior High School
600 N. Wiggs Street
Griffith, IN 46319
219/838-3281

Dr. Gerald Dudley
Indiana Career Resource Center
1209 South Greenlawn Avenue
South Bend, IN 46615
219/289-2851

Fred Gannon
New Educational Direction, Inc.
P.O. Box 307
Crawfordsville, IN 47933
317/362-8877

Dave Carver
Career Resource Project
3501 First Avenue
Evansville, IN 47710
812/464-2587 (home 477-7024)

Steve Hewlett - Lowell Johnson
Porter County Career Center
507 Campbell Street
Valparaiso, IN 46383
219/762-6511 Ext. 328

Ms. Rose Trachenberg - Ned Timmel
Hammond City Schools Mike Anderson
5935 Hohman Avenue Eunice Burns
Hammond, IN 46320
219/932-5700

Dr. Judith Samuelson
IPS - Room 504
Education Center
120 E. Walnut
Indianapolis, IN 46204
317/266-4425

Dave Frame - Paul Elliott
Northern Regional Service Center
635 South Main Street
South Bend, IN 46623
219/289-7904

Dr. Bruce McQuigg
Division of Education
Indiana University
Bloomington, IN 47401
812/337-2539

Dr. Robert Garnett
University of Evansville
P.O. Box 329
Evansville, IN 47702
812/479-2367

APPENDIX C

Advisory Group

University Task Force

UNIVERSITY TASK FORCE

Dr. Bruce McQuigg
Division of Education
Indiana University
Bloomington, IN 47401
812/337-2539 or 337-7184

Dr. Walter Cox
Division of Education
Indiana University
Bloomington, IN 47401
812/337-9328

Dr. Marianne Mitchell
2805 E. 10th Street
Room 180
Bloomington, IN 47401

Dr. Eldon Ruff
Division of Education
Indiana University-South Bend
1825 N/S Boulevard
South Bend, IN 46615

Dr. Kurt Leggett
Division of Education
Indiana University-South Bend
1825 N/S Boulevard
South Bend, IN 46615

Dr. Joe Hollis
Division of Education
Ball State University
2000 University Avenue
Muncie, IN 47306
317/285-5022

Dr. Mary Harshbarger
Division of Education
Ball State University
2000 University Avenue
Muncie, IN 47306
317/285-7242

Dr. Al Segrist
Division of Education
Purdue University
Lafayette, IN 47907
317/749-2278 (home 463-2620)

Dr. Richard Nelson
Division of Education
Purdue University
Lafayette, IN 47907

Dr. Robert Garnett
University of Evansville
P.O. Box 329
Evansville, IN 47701
812/477-6241

Dr. Lawrence Beymer
Division of Education
Indiana State University
Terre Haute, IN 47809
812/232-6311

Dr. Aline Fernandez
Division of Education
Indiana University-Northwest
Park Manor-Room 18
3400 Broadway
Gary, IN 46408
219/980-6526

Dr. Paul Watson
Division of Education
Indiana University-Purdue University
Indianapolis, IN 46204
264-4911

Dr. Will Hine
Division of Education
Indiana University-East
2325 Chester Boulevard
Richmond, IN 47374
317/966-8261

APPENDIX D

Needs Assessment Instruments

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633 6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633 4370

Dear Parent or Guardian:

The Indiana Department of Public Instruction needs your help in determining what your child needs in career education. Career education combines the resources of school, home, and community to help students learn as much as possible about themselves and the world of work.

You are part of a sample population of parents throughout Indiana. Enclosed you will find a short survey form. The information from this survey will be used to develop a State Plan for Career Education. Therefore, your responses are very important for the future planning of career education.

Please fill out the survey form; your responses will be anonymous. Return the completed survey by March 25, 1977 to:

Nancy Harris, Director
Indiana Career Education State Plan
Division of Pupil Personnel Services
120 W. Market - 10th Floor
Indianapolis, IN 46204

Thank you for your cooperation.

Sincerely,

Harold H. Negley

Harold H. Negley, Superintendent
Department of Public Instruction

PARENT SURVEY

Recognizing that the development of a careeer is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.

These statements below are being considered for incorporation into the State Plan for Career Education. For each goal please answer both questions with check marks in the appropriate blanks.

Is this occuring in school?				Should this occur in schools?		
YES	NO	?		YES	NO	?
			A student will be able to:			
1. ___	___	___	Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	___	___	___
2. ___	___	___	Understand the nature of and requirements for a variety of occupational and educational opportunities.	___	___	___
3. ___	___	___	Choose a career path by considering both personal characteristics and career information.	___	___	___
			A student will have developed:			
4. ___	___	___	A set of values that includes a desire to work.	___	___	___
5. ___	___	___	The ability to apply the reading, writing, and mathematical skills necessary to succeed in work and/or further education.	___	___	___
6. ___	___	___	Marketable skills and/or knowledge of how and where to attain skills.	___	___	___
7. ___	___	___	Skills that will assist in locating and obtaining employment.	___	___	___
8. ___	___	___	Work habits and interpersonal skills necessary for succeeding in a career.	___	___	___
9. ___	___	___	The ability to cope with and adjust to economic, technological, and societal, changes.	___	___	___

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633-4370

Dear Counselor,

I'd like to thank you for your help in administering the student surveys. The information gathered from these instruments will be used to help determine the needs of students in K-12 programs related to career education. A State Plan for Career Education will be developed to meet the needs that are identified. Therefore the students' opinions are very important in the formation of future plans.

Again thank you for your cooperation.

Sincerely,

Nancy Harris

Nancy Harris, Director
Indiana Career Education State Plan

INSTRUCTIONS

We have enclosed in the packet six student surveys which are designed to identify needs related to career education.

1. Choose six senior students. We would like these students representative of a range of educational abilities.

2. Draw the students out of study hall or class (whichever is convenient for the school situation). Have them meet with you in a quiet place so that you can answer any questions they may have.

3. Explain to the students that the Department of Public Instruction is in the process of developing a State Plan for Career Education. In order to formulate a valid plan the needs of students must be identified. These students will offer their opinions about questions pertaining to their school programs and future plans. Their opinions will provide valuable input in the identification of the needs thus being very important in the formulation of the State Plan.

4. Be sure to indicate that their responses are voluntary, anonymous and strictly confidential.

5. Return the completed forms by March 25, 1977 to:

   Nancy Harris, Director
   Indiana Career Education State Plan
   Division of Pupil Personnel Services
   120 W. Market - 10th Floor
   Indianapolis, IN 46204

STUDENT SURVEY

Is this occurring in your school? YES	NO	?		Should this occur in your school? YES	NO	?
___	___	___	1. The school helped you to consider information about yourself as it relates to future educational and occupational plans.	___	___	___
___	___	___	2. You were encouraged at school to investigate personal and educational requirements for occupations you have considered.	___	___	___
___	___	___	3. Information about various occupations and occupational opportunities is available to you.	___	___	___
___	___	___	4. Information about post-high school educational opportunities is available to you.	___	___	___
___	___	___	5. The school provided opportunities for your parents to discuss your educational plans.	___	___	___
___	___	___	6. You were taught how to look for a job and how to act during a job interview.	___	___	___
___	___	___	7. You were made aware of the employment possibilities in your community and the surrounding area.	___	___	___
___	___	___	8. The school provided opportunities for you to develop and improve decision-making skills.	___	___	___
___	___	___	9. Teachers discussed the various occupations which were related to the subjects they taught.	___	___	___

10. Do you know what you will be doing a year from now?

___1. Yes. I have firm plans.

___2. I have an idea of what I'll be doing but it's not certain.

___3. No.

11. Do you know what kind of work you want to be doing ten years from now?

___1. Yes. I know exactly what I want to do.

___2. I have several things in mind, but I haven't decided for sure.

___3. There are some things I know I DON'T want to do, but I haven't decided what I DO want to do.

___4. No. I have no idea.

12. What grade were you in when you made your present career plans?

___1. Since I don't have any plans for the future I can't say.

___2. 12th grade

___3. 11th grade

___4. 10th grade

___5. 9th grade

___6. 8th grade

___7. 7th grade

___8. Before 7th grade

13. How much have your teachers helped you in planning your career?

___1. A lot

___2. Some

___3. None

14. How much have your counselors helped you in planning your career?

___1. A lot

___2. Some

___3. None

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633 6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633-4370

Dear Teacher,

The Indiana Department of Public Instruction has received a grant to develop a State Plan for Career Education. The plan will provide organization and coordination of Career Education programs in the State.

The proposal to develop this plan calls for a state-wide assessment of needs, and we need your assistance. The survey is designed to identify the needs of students and educational personnel and agencies related to career education. A list of all career education programs will be published in the State Plan, and it will include provisions for meeting the needs that are identified.

To insure mutual understanding of the concept by responding individuals, Career Education will be defined as "the totality of those educational experiences that enable individuals to learn about and to prepare for work."

Your cooperation is vital for Indiana's State Plan for Career Education. Please take a few minutes to complete the survey form and return by March 25, 1977 to:

Nancy Harris, Director
Indiana Career Education State Plan
Division of Pupil Personnel Services
120 W. Market - 10th Floor
Indianapolis, IN 46204

Thank you for your cooperation.

Sincerely,

Harold H. Negley

Harold H. Negley, Superintendent
Department of Public Instruction

STATE PLAN TEACHER SURVEY

1. School Corporation: _____

2. Please indicate the level at which you teach: ___1. Elementary ___2. Middle School or Jr. High ___3. Senior High

3. If you teach in a departmentalized system, indicate your subject area(s):

___1. Special Education
___2. English/readint/language arts, etc.
___3. Mathematics
___4. Sciences
___5. Social Studies
___6. Foreign Languages
___7. Art/music/drama, etc.
___8. Industrial and practical arts
___9. Physical education
___10. Vocational education

4. The nine goal statements below are being considered for incorporation into the State Plan for Career Education. For each goal please answer both questions with check marks in the appropriate blanks.

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.		Do you consider this an important need for students?			Do you feel that the schools are meeting this need?		
		YES	NO	UNDECIDED	YES	NO	UNDECIDED
A student will be able to: -Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	1.	___	___	___	___	___	___
-Understand the nature of and requirements for a variety of occupational and educational opportunities.	2.	___	___	___	___	___	___
-Choose a career path by considering both personal characteristics and career information.	3.	___	___	___	___	___	___
A student will have developed: -A set of values that includes a desire to work.	4.	___	___	___	___	___	___
-The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.	5.	___	___	___	___	___	___
-Marketable skills and/or knowledge of how and where to attain skills.	6.	___	___	___	___	___	___
-Skills that will assist in locating and obtaining employment.	7.	___	___	___	___	___	___
-Work habits and interpersonal skills necessary for succeeding in a career.	8.	___	___	___	___	___	___
-The ability to cope with and adjust to economic, technological and societal changes.	9.	___	___	___	___	___	___

5. What priority do you think should be given to career education? (Please check one)

__1. The necessary resources should be devoted to career education even if this involves cutting back on existing programs.

__2. Career education should take first priority among new instructional programs.

__3. Career education has intuitive appeal but there are many more pressing matters to deal with in the next few years.

__4. There is no need for special efforts in the area of career education.

__5. Career education should be discouraged.

6. On the list below please check any source(s) through which you have learned about CAREER EDUCATION during the last five years. If you have participated in an activity which could be described by more than one category below, please choose the ONE which best describes the source.

__1. Professional reading

__2. Undergraduate courses

__3. Graduate courses

__4. Visits to career education programs in other schools

__5. Local inservice programs

__6. Programs by a regional service center for career education

__7. Programs by state or national professional organizations

__8. Department of Public Instruction workshops or conferences

__9. Talking with a local career education coordinator

_10. Talking with other educators involved in career education

7. Do you feel a need to learn more about career education?
__1. Yes __2. No __3. Undecided

8. If you answered "yes" to question 7, which learning technique in question 6 would be BEST for you? (Write in the number here). _____

9. Please estimate the TOTAL amount of formal training in career education you have received during the past five years. Do not include professional reading or informal conversations about career education.

__1. One hour or less

__2. More than one hour but less than a full day

__3. Between one and three days

__4. More than three days

10. The Department of Public Instruction (DPI) is designed to provide the services listed below. Check the TWO which would most benefit you in learning about or implementing career education.

__1. Consultation with DPI personnel

__2. Provide opportunities to meet with teachers from other corporations to share career education ideas and strategies

__3. State called conferences

__4. Curriculum guides

__5. Newsletters or memoranda from DPI

__6. Audio-visual materials

__7. Printed reference materials

__8. General policies and state-wide coordination for career education

__9. Other (specify) _____

11. During the present school year have you consciously addressed career education concepts in your instruction? __1. Yes __2. No (IF YOU ANSWERED "NO", PLEASE PROCEED DIRECTLY TO QUESTION 18.)

12. Please check any groups or individuals who have worked with you in PLANNING or IMPLEMENTING career education activities for your students.

__1. Other teachers

__2. Counselors

__3. Administrators

__4. Librarian or instructional media coordinator

__5. Corporation or regional career education consultant

__6. Parents

__7. Community resource people

__8. College or university personnel

__9. Department of Public Instruction staff

13. Check the statement below which BEST describes the way you USUALLY provide career education experiences to students:

__1. Through a course in career education

__2. Through activities or instructional units whose primary purposes are career-related

__3. Through activities or instructional units which give equal emphasis to content area and career education concepts

__4. Through clubs or extra-curricular activities

18. If you answered "NO" to question 11, please check the statement(s) below which BEST describe your reason(s) for not including career education in your instructi If you ansered "YES" to question 11, but you have encountered serious obstacles o have second thoughts about career education, please check the MAJOR factors limit your involvement. Please narrow your responses down to three (3) or less.

__1. I don't know enough about career education to implement it properly.

__2. I don't see career education as a high priority for K-12 education.

__3. Although career education in the schools is important, it is not appropriate at my grade level.

__4. Although career education is important for some types of students, the kind I teach don't need it.

__5. Although career education in the schools is important, it should be handled by counselors or by teachers of other subject areas.

__6. The school administration has not encouraged career education.

__7. Parents don't want career education.

__8. Students are not interested in career education.

__9. It would be futile for me to incorporate career education concepts when others are not doing their part.

_10. The career education responsibilities of my grade level or subject area haven't been defined.

_11. I don't have time for planning career education activities.

_12. I don't have enough class time to address career education concepts.

_13. I don't have access to instructional materials for career education.

_14. I don't have access to community resource people for career education.

_15. I've tried incorporating career education and it didn't work out.

19. We are attempting to define the counselor's role in the school's career education program and need your thoughts on this matter. Listed below are some functions which counselors sometimes assume. Please answer in the appropriate blank.

		Do you see this as an appropriate role for school counselors? Yes	No
Helping students choose a post-secondary institution.	1.	___	___
Helping students find jobs.	2.	___	___
Helping individual students develop their career plans.	3.	___	___
Leading career counseling sessions for groups of students	4.	___	___
Coordinating a porgram os achievement, aptitude and/or interest testing.	5.	___	___
Conducting follow-up studies of past students.	6.	___	___
Arranging for field trips, guest speakers, career days, etc.	7.	___	___
Managing a career materials center.	8.	___	___
Helping teachers plan career education activities.	9.	___	___
Acting as leader or coordinator for the school's career education program.	10.	___	___

STATE PLAN COUNSELOR SURVEY

1. School Corporation: _____

2. Please indicate the level at this you work: __1. Elementary __2. Middle School or Jr. High __3. Senior High

3. The nine goal statements below are being considered for incorporation into the State Plan for Career Education. For each goal please answer both questions with check marks in the appropriate blanks.

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.		Do you consider this an important need for students?			Do you feel that the schools are meeting this need?		
		YES	NO	UNDECIDED	YES	NO	UNDECIDED
A student will be able to:							
-Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	1.	__	__	__	__	__	__
-Understand the nature of and requirements for a variety of occupational and educational opportunities.	2.	__	__	__	__	__	__
-Choose a career path by considering both personal characteristics and career information.	3.	__	__	__	__	__	__
A student will have developed:							
-A set of values that includes a desire to work.	4.	__	__	__	__	__	__
-The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.	5.	__	__	__	__	__	__
-Marketable skills and/or knowledge of how and where to attain skills.	6.	__	__	__	__	__	__
-Skills that will assist in locating and obtaining employment.	7.	__	__	__	__	__	__
-Work habits and interpersonal skills necessary for succeeding in a career.	8.	__	__	__	__	__	__
-The ability to cope with and adjust to economic, technological and societal changes.	9.	__	__	__	__	__	__

4. What priority do you think should be given to career education? (Please check one)

__1. The necessary resources should be devoted to career education even if this involves cutting back on existing programs.

__2. Career education should take first priority among new instructional programs.

__3. Career education has intuitive appeal but there are many more pressing matters to deal with in the next few years.

__4. There is no need for special efforts in the area of career education.

__5. Career education should be discouraged.

5. On the list below please check any source(s) through which you have learned about CAREER EDUCATION or CAREER GUIDANCE during the last five years. If you have participated in an activity which could be best described by more than one category below, choose the ONE which best describes the source.

__1. Professional reading

__2. Undergraduate courses

__3. Graduate courses

__4. Visits to career education programs in other schools

__5. Local inservice programs

__6. Programs by a regional service center for career education

__7. Programs by state or national professional organizations

__8. Department of Public Instruction workshops of conferences

__9. Talking with a local career education coordinator

__10. Talking with teachers or other counselors involved in career education

6. Do you feel a need ot learn more about career education/career guidance?

__1. Yes __2. No __3. Undecided

7. If you answered "yes" to question 6, which learning technique listed in question 5 whoul be BEST for you ?
(Write in the number here). _____

8. The Department of Public Instruction (DPI) is designed to provide the services listed below. Check the TWO which would most benefit you in learning about or implementing career education/career guidance.

__1. Consultation with DPI personnel

__2. Provide opportunities to meet with counselors from other corporations to share career education/career guidance ideas and strategies.

__3. State called conferences

__4. Newsletters or memoranda from DPI

__5. Audio-visual materials

__6. Printed reference materials

__7. Provide general policies and state-wide coordination for career education/career guidance

__8. Other (specify) _____

9. Please estimate the TOTAL amount of formal training in career education/career guidance you have received during the past five years. Do not include professional reading or informal conversations about career education.

__1. One hour or less

__2. More than one hour but less than a full day

__3. Between one and three days

__4. More than three days

10. We are attempting to define the counselor's role in the school's career education program and need your thoughts on this matter. Listed below are some functions which counselors sometimes assume. Please answer both questions for each role by checking the appropriate blanks.

	Do you see this as an appropriate role for school counselors?		Do you assume this role?		
	YES	NO	OFTEN	OCCASIONALLY	VERY SELDOM OR NEVER
Helping students choose a post-secondary institution. 1.	___	___	___	___	___
Helping students find jobs. 2.	___	___	___	___	___
Helping individual students develop their career plans. 3.	___	___	___	___	___
Leading career counseling sessions for groups of students 4.	___	___	___	___	___
Coordinating a program of achievement, aptitude and/or interest testing. 5.	___	___	___	___	___
Conducting follow-up studies of past students. 6.	___	___	___	___	___
Arranging for field trips, guest speakers, career days, etc. 7.	___	___	___	___	___
Managing a career materials center. 8.	___	___	___	___	___
Helping teachers plan career education activities. 9.	___	___	___	___	___
Acting as leader or coordinator for the school's career education program. 10.	___	___	___	___	___

11. If you have been involved very little in career education, you undoubtedly have some valid reasons for this. Even if you have contributed significantly to career education in your school, you may have encountered some serious obstacles. In either case, check the MAJOR factors limiting your involvement or the major problems you have encountered. Please narrow your responses dow to three (3) or less.

__1. I don't know enough about career education/career guidance.

__2. I don't consider career education/career guidance particularly important.

__3. Students at this level are too young for career education/career guidance.

__4. Students at this level are too old for career education/career guidance.

__5. I consider career education/career guidance the responsibility of teachers rather than counselors.

__6. The school administration has not encouraged career education/career guidance.

__7. Parents don't want career education/career guidance.

__8. Students are not interested in career education/career guidance.

__9. Teachers in the school have shown no interest in career education/career guidance.

_10. The career education/career guidance responsibilities of counselors have not been defined.

_11. I have too many responsibilities to devote time to career education/career guidance.

_12. I don't have access to career materials.

_13. I don't have lines of communication with community businesses.

_14. I've tried getting involved in career education/career guidance and it didn't work.

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Pupil Personnel Services
120 West Market Street - 10th Floor
317/633-4370

Dear Principal,

The Indiana Department of Public Instruction has received a grant to develop a State Plan for Career Education. The plan will provide organization and coordination of Career Education programs in the State.

The proposal to develop this plan calls for a state-wide assessment of needs, and we need your assistance. The survey is designed to identify the needs of students and educational personnel and agencies related to career education. A list of all career education programs will be published in the State Plan, and it will include provisions for meeting the needs that are identified.

To insure mutual understanding of the concept by responding individuals, Career Education will be defined as "the totality of those educational experiences that enable individuals to learn about and to prepare for work."

Your cooperation is vital for Indiana's State Plan for Career Education. Please take a few minutes to complete the survey form and return by March 25, 1977 to:

Nancy Harris, Director
Indiana Career Education State Plan
Division of Pupil Personnel Services
120 W. Market - 10th Floor
Indianapolis, IN 46204

Thank you for your cooperation.

Sincerely,

Harold H. Negley

Harold H. Negley, Superintendent
Department of Public Instruction

STATE PLAN PRINCIPAL SURVEY

1. School Corporation: _____ 2. School: _____

3. Grade Levels Served: _____ 4. No. of Teachers: _____ 5. No. of Counselors: _____

6. The nine goal statements below are being considered for incorporation into the State Plan for Career Education. For each goal please answer both questions with check marks in the appropriate blanks.

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.		Do you consider this an important need for students?			Do you feel that the schools are meeting this need?		
		YES	NO	UNDECIDED	YES	NO	UNDECIDED
A student will be able to:							
-Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.	1.	—	—	—	—	—	—
-Understand the nature of and requirements for a variety of occupational and educational opportunities.	2.	—	—	—	—	—	—
-Choose a career path by considering both personal characteristics and career information.	3.	—	—	—	—	—	—
A student will have developed:							
-A set of values that includes a desire to work.	4.	—	—	—	—	—	—
-The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.	5.	—	—	—	—	—	—
-Marketable skills and/or knowledge of how and where to attain skills.	6.	—	—	—	—	—	—
-Skills that will assist in locating and obtaining employment.	7.	—	—	—	—	—	—
-Work habits and interpersonal skills necessary for succeeding in a career.	8.	—	—	—	—	—	—
-The ability to cope with and adjust to economic, technological and societal changes.	9.	—	—	—	—	—	—

7. What priority do you think should be given to career education? (Please check one)

__1. The necessary resources should be devoted to career education even if this involves cutting back on existing programs.

__2. Career education should take first priority among new instructional programs.

__3. Career education has intuitive appeal but there are many more pressing matters to deal with in the next few years.

__4. There is no need for special efforts in the area of career education.

8. Please indicate to the best of your knowledge the number of your staff who have received formal inservice training in the concepts and techniques of career education during the past five years. Write in the number of individuals whose total amount of career education training falls into each category.

Total Amount of Training		Teachers	Counselors	Yourself & Asst. Principals
More than one hour but less than one day	1.	_____	_____	_____
Between one and three days	2.	_____	_____	_____
More than three days	3.	_____	_____	_____

9. Check all the statements below which apply to your school's access to career education instructional materials.

__1. A portion of the school's materials budget is earmarked for career education/career guidance.

__2. We have within the building a collection of career education materials directly accessible to students.

__3. We have within the building a collection of career education materials directly accessible to the staff.

__4. The staff has access to career education materials at a center in the corporation.

10. Does your school have written goals and objectives for career education?
__1. Yes __2. No

11. Are you aware of any teachers in your school who are consciously incorporating career education into their classroom instruction? __1. Yes __2. No
If yes, how many? ___3.

12. Does your school offer a special COURSE(S) in career education? __1. Yes __2. No
If yes, how many? ___3.

13. Is there a person in your building designated as the career education coordinator or leader? __1. Yes __2. No If no, go to question 14.
This person's name is _____

He/she is a:

__1. Department head

__2. Assistant principal

__3. Teacher

__4. Counselor

__5. Librarian/instructional media coordinator

__6. Paraprofessional

__7. Full-time career education coordinator

__8. Other (specify)_____

His/her leadership responsibilities include:

__1. Management of a career educati materials center

__2. "Teaching" career education to students other than those in his/her classes.

__3. Helping other staff plan their career education activities.

__4. Arranging for guest speakers, field trips, etc.

__5. Coordinating overall career education plan for the building.

14. In the past year has your school had a "career day" or other school-wide education activity? __1. Yes __2. No
If yes, please give a brief description of the activity at the bottom of the page.

15. Does your corporation have a body of community representatives responsible for providing advice and assistance for career education in the school?
__1. Yes __2. No

If you answered yes, what group is it?

__1. An existing advisory commitee (example for vocational education)

__2. An advisory committee specifically for career education

16. If any of your teachers have carried out career education activities SPECIALLY DEVISED for any of the groups below, please check?

__1. Gifted and/or talented

__2. Handicapped

__3. Ethnic or racial minority

__4. Low-income

__5. Female

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633-4370

Dear Superintendent,

The Indiana Department of Public Instruction has received a grant to develop a State Plan for Career Education. The plan will provide organization and coordination of Career Education programs in the State.

The proposal to develop this plan calls for a state-wide assessment of needs, and we need your assistance. The survey is designed to identify the needs of students and educational personnel and agencies related to career education. A list of all career education programs will be published in the State Plan, and it will include provisions for meeting the needs that are identified.

To insure mutual understanding of the concept by responding individuals, Career Education will be defined as "the totality of those educational experiences that enable individuals to learn about and to prepare for work."

Your cooperation is vital for Indiana's State Plan for Career Education. Please take a few minutes to complete the survey form and return by March 25, 1977 to:

Nancy Harris, Director
Indiana Career Education State Plan
Division of Pupil Personnel Services
120 W. Market - 10th Floor
Indianapolis, IN 46204

Thank you for your cooperation.

Sincerely,

Harold H. Negley

Harold H. Negley, Superintendent
Department of Public Instruction

STATE PLAN [illegible]PEI[illegible]TENDENT SURVEY

Name: _____

1. School Corporation: _____

2. The nine goal statements below are being considered for incorporation into the State Plan for Career Education. For each goal please answer both questions with check marks in the appropriate blanks.

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.	Do you consider this an important need for students?			Do you feel that the schools are meeting this need?		
	YES	NO	UNDECIDED	YES	NO	UNDECIDED
A student will be able to:						
-Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values. 1.	___	___	___	___	___	___
-Understand the nature of and requirements for a variety of occupational and educational opportunities. 2.	___	___	___	___	___	___
-Choose a career path by considering both personal characteristics and career information. 3.	___	___	___	___	___	___
A student will have developed:						
-A set of values that includes a desire to work. 4.	___	___	___	___	___	___
-The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education. 5.	___	___	___	___	___	___
-Marketable skills and/or knowledge of how and where to attain skills. 6.	___	___	___	___	___	___
-Skills that will assist in locating and obtaining employment. 7.	___	___	___	___	___	___
-Work habits and interpersonal skills necessary for succeeding in a career. 8.	___	___	___	___	___	___
-The ability to cope with and adjust to economic, technological and societal changes. 9.	___	___	___	___	___	___

3. What priority do you think should be given to career education? (Please check one)

__1. The necessary resources should be devoted to career education even it this involves cutting back on existing programs.

__2. Career education should take first priority among new instructional programs.

__3. Career education has intuitive appeal but there are many more pressing matters to deal with in the next few years.

__4. There is no need for special efforts in the area of career education.

4. Has your school board formally endorsed career education? __1. Yes __2. No
If no, do you see this as a need? __1. Yes __2. No

If you answered "yes", we would appreciate receiving a copy of the policy statement.

5. Does your school corporation have written goals and objectives for career education? __1. Yes __2. No. If no, do you see this as a need? __1. Yes __2. No

If answered "yes", we would appreciate a copy.

6. Does your corporation have a body of community representatives responsible for providing advice and assistance for career education in the schools?
__1. Yes __2. No. If no, do you see this as a need? __1. Yes __2. No

If you answered "yes", what type of group is it?

__1. An existing group (e.g., vocational education advisory committee or school board)

__2. An advisory committee specifically for career education

7. Is there a person in your school corporation designated as the career education coordinator or leader? __1. Yes __2. No. If no, do you see this as a need?
__1. Yes __2. No

If you answered "yes", please write in his or her name and title or position.

_____

8. Have you used local funds specifically for career education? __1. Yes __2. No

If answered "yes", how are these funds to be used? (Check all that apply)

__1. Inservice training
__2. Materials
__3. Attendance at conferences
__4. Field trips and related
__5. Staff salaries
__6. Other (Please specify)

_____

9. Are you aware of any career education program(s) currently underway in your corporation? __1. Yes __2. No

If you answered "yes", at what level(s) is (are) the program(s)?

__1. Elementary __2. Middle School or Junior High School

__3. Senior High School

10. How many students are currently involved in career education?_____

11. Please give us the name, address, and phone number of the person we should contact to learn more about the career education program(s) in your corporation?

_____

_____

_____

_____

Should you have a brochure or other written description of career education in your district, we would appreciate a copy.

APPENDIX E

Final Report State Conference

FINAL REPORT

STATE CONFERENCE ON CAREER EDUCATION

On May 5, 1977, the Indiana Department of Public Instruction held the first statewide conference on career education which involved community representatives as well as educators. Several factors contributed to the development of the conference.

1. In the fall of 1975 in connection with a previous career education project, two "drive-in" workshops were sponsored by the Department of Public Instruction. The format of these workshops included small group sessions with Indiana career education practitioners as the presenters. The evaluations indicated that the participants found that aspect of the workshops the most beneficial.

2. The proposal for the career education state plan grant included provisions for an "Awareness" day that would help to disseminate some of the information learned from the project.

3. At the Commissioner's National Conference on Career Education in Houston, the Indiana caucus met to discuss some of the pertinent issues in the state. As a result of the caucus, a task force was formed to make recommendations to the Superintendent of Public Instruction. One of these recommendations was to have a state conference on career education similar to Houston.

The Steering Committee on Career Education planned the conference with input from other groups in the state. The format of the conference was similar to that of the Commissioner's

National Conference on Career Education. The day was divided into four one-hour time slots with four concurrent sessions occurring during each time slot. This allowed for sixteen different sessions. A list of possible session topics related to career education was developed by the Steering Committee. The project coordinators group and the Advisory Council were consulted for additional suggestions and the prioritizing of the topics. From this information, a final list of fifteen topics as developed.

A packet of materials was developed for the purposes of registration and nominating individuals as presenters. The goal was to have only Indiana practitioners as presenters. The packet included a news release announcing the conference for organization newsletters, a call for nominations with nomination forms, cover letter explaining the conference, list of presentation topics with short descriptions of the subject and registration forms. These materials were sent to all superintendents, project coordinators, university task force members, Advisory Council members, Houston conference participants, and other community members. (Packet enclosed)

Forty-nine nominations for presentations were considered for the program. The Steering Committee utilized the following criteria in the screening of the nominations in the determination of the program:

1. amount of information given to describe the presentation

2. the relationship of the description to the given topic
3. involvement of individuals as presenters who previously have not been utilized for statewide career education conferences
4. evidence of a commitment to the concept of infusion
5. geographical representation of the state

Selections for presenters were made for fifteen of the sixteen time slots. The remaining session was designated for dissemination of state plan information. (A copy of the program is included)

Approximately 180 people attended the conference. The participants were largely educators with representation from business and industry, labor and governement also attending. (See attached charts for breakdowns of groups and geographic area represented)

Of the 180 participants approximately one-third completed and returned evaluation forms. The form included an assessment of the overall effectiveness of the conference as well as the effectiveness of the individual sessions. The results of the evaluation along with comments were shared with all program presenters. (Results attached)

It is hoped that a conference of this type can be conducted annually. With the evaluation comments in mind, the following changes are suggested for any future conference of this nature.

1. Choose only one presentation per session.

(In a few cases two presentations were chosen for one session topic. The time allowed did not accommodate for two presentations with questions and answers.)

2. Conduct some sessions more than once during the day.
3. Have the participants choose their sessions at the time of registration. (Both of the changes would help to alleviate over crowded conditions.)
4. Appoint a person to act as a moderator at each session.
5. Allow for traveling time between sessions.

Participants in the Conference

Educators

91

Resource Centers

11

Dept. of Public Instruction

12

Manpower

22

Special Education

3

Indiana Vocational-Technical College

3

Universities

9

Military

1

Government

2

General Public

6

Business & Industry & Labor

8

Region 1 - 9
Region 2 - 11
Region 3 - 10

30 counties out of
92 were represented

EVALUATION
State Conference on Career Education
Indianapolis, Indiana
May 5, 1977

I represent this group:

61 Educator

3 ~~Government~~ Cota

2 Business/Industry/Labor

1 General Public

	Low				High
I. My overall evaluation of the conference is:	1	2 1	3 7	4 28	5 14
II. My evaluations of the mini-sessions that I attended are:					
SESSION I					
A. The Role of the Counselor in Career Education	1	2	3	4	5
Comments:	1	3	2	9	8
B. Business and Industry in Career Education	1	2	3	4	5
Comments:		2	4	6	2
C. Career Education in the Elementary School	1	2	3	4	5
Comments:			2	5	3
D. Career Education in Teacher/Counselor Training Programs	1	2	3	4	5
Comments:	1	2	3	7	2
SESSION II					
A. The Development of Career Resource Centers	1	2	3	4	5
Comments:		2	6	6	5
B. Career Education and the Special Child	1	2	3	4	5
Comments:	2	2	3	3	

	Low				High
C. Career Education in the Middle School/ Junior High School	1	2	3	4	5
Comments:		2	4	7	6
D. Career Education and the Adult	1	2	3	4	5
Comments:		1	3	5	4

SESSION III

A. A Comprehensive K-12 Career Education Model	1	2	3	4	5
Comments:			4	7	3
B. Parents in Career Education	1	2	3	4	5
Comments:		2	6	3	8
C. Career Education and the Adult	1	2	3	4	5
Comments:			2		3
D. Career Education in the High School	1	2	3	4	5
Comments:	1	5	4	7	2

SESSION IV

A. The Elimination of Occupational Stereotyping	1	2	3	4	5
Comments:		2	4	3	3
B. Indiana Career Education State Plan	1	2	3	4	5
Comments:	1	1	2	6	2
C. The Infusion of Career Education into the Curriculum	1	2	3	4	5
Comments:	1		7	7	9
D. Labor in Career Education	1	2	3	4	5
Comments:			2	2	6

III. Please respond to the following questions as openly as you can. Your input will allow us to evaluate our efforts in this area.

A. The conference increased my understanding of the career education concept.

12 greatly · 27 moderately 23 to some extent ___ not at all

Comment:

B. Through the conference, I learned of new ideas from others that will help me deliver or support career education more effectively from my position in education of the community.

17 many 37 several 7 very few ___ none

Comment:

C. Would you be interested in future conferences on career education:

58 yes 1 no

If yes, how often:

19 semi-annually 39 annually 1 bi-annually

D. What I liked best was:

IV. I would like further assistance from State Department consultants concerning career education.

Name _____

Address _____

_____

Phone # _____

Nature of Problem _____

_____

_____

_____

SESSION I

A. Sketchy presentation as to information. A bit monotonous.

Never addressed either counselor role in career education.

Informative; would like more information to get up program similar to this.

I enjoyed hearing the ladies experiences although I didn't think the title fit the program.

I think I got many ideas that I hope to use next year.

New ideas, very well presented.

Didn't really deal with the topic.

B. Really needed more than 30 minutes for presentation - makes it too rushed.

Not too closely tied together - maybe General Motors or Chrysler.

Both topics would have been interesting but not enough time for the gentleman and then 3 ladies.

Wish I'd known the topic earlier, I thought I'd be talking to people interested in middle schools. I was rushed. First man was still talking at 10:15, leaving the remaining 3 speakers only 15 minutes. Next year you might suggest each speaker not ask questions until all speakers are finished.

Good overview. Gives solid points of departure as to just what can be done.

C. Kindergarten and 1st were represented and for someone in upper elementary (4-6) it's a bit hard to relate to K and 1st activities. A wider spread would have helped. Joyce was excellent.

Excellent presentation by both presentors.

Good ideas, particularly for primary grades.

D. McQuigg - very dynamic - much to offer. Hine - very little to offer.

Not applicable to school counselors.

Reading papers is poor practice - otherwise good. Gave me insight into the root of the problem.

Mixed emotions. Had all the ear marks of an edeal situation thought up by a college professor.

Will should not read; he seemed a little unprepared. Dr. McQuigg was very knowledgeable and interesting.

Still a confused issue.

SESSION II

A. Made a dry topic quite interesting.

Interesting presentations.

Very interesting. A packet to distribute to each would have been beneficial.

Excellent base for beginners.

Interesting, however not enough room for attenders so had to stand in hall. Would suggest in future pre-registration for sessions so room requirements could be determined. Also not being an educator this session was not what I expected. I guess we need better definitions of content so we could make more intelligent selections.

B. Too narrow. EMR only.

A few good ideas.

Presenter was very definite and dedicated and presented well.

C. Not willing to allow discussion.

Too interuptive by passing out too much material during presentation. Was hard to follow what was being said and done at times.

I appreciated their handouts.

Did not have enough handouts to go around although presentation was based on handouts. High interest if handouts had been adequate.

Well organized, well presented.

Not enough time for materials covered. Also material too fragmented explanation of terms and ideas needed.

Not enough time - not enough (quantity) materials.

Interesting presentation.

D. Ok, this isn't my area of concern but other sessions full.

Made wrong choice.

Good.

SESSION III

A. This seemed rather rigid.

Well organized - well presented.

Not enough time for presentation and questions, very enthusiastic deliveries by speakers, more attention to ventilation needed in room. I wish they would have given materials.

Took too much time for introductions. Too much about New Albany. Started late.

Very enlightening.

B. Very enthused people - hope it is catching.

Almost totally middle class oriented - how about those on the periphery of the mainstream.

Interesting but not very practical for large school corporation.

Well presented with new and interesting ideas.

C. Both good and had good unplanned coordination.

D. Seems to me Mr. St.Clair was trying to sell his product - not lend pertinent data to this conference.

Al St. Clair's presentation was not as meaningful to me as Gary's.

I fear, though I'm not sure, that this was a glorified sales ptich. If Mr. St.Clair's closing statement is true (that he is doing this to give Americans confidence in themselves - that he is not making money from it) then perhaps the session had some value.

Seemed to be a commercial for the Career Guidance Systems Program.

Interesting program.

Mr. Schneck was very good. Mr. St.Clair was basically just selling his product for a "profit" and preaching on his soap box about "make this world pure".

Just okay.

Basically same content as II D.

Need more positive thinking people to direct and give confidence to our students.

Excellent course for current high school students.

Good concepts. Personal MBO is the way to go. It seems technique, state of the art is not as great a problem as acceptance, funding, and positive vibrations on the part of the students, faculty and parents.

SESSION IV

A. Only watched 1st half because it was too poor.

Good film; needed discussion from participants.

Film good, presentation fair.

Excellent film from Indiana Bell; speaker not exceptional - monotone.

Film enjoyable - presentation pedantic.

B. Wonder why business and post high school institutions were not surveyed on learning outcomes. I am afraid that Chamber of Commerce, local district surveys etc. will result in differing results. I.E. are we asking the same questions. I disagree that business would not respond.

I'm concerned that the marvelous opportunity for a State Plan for real action could turn out to be a farce in our state of procedures for planning are not improved and pulled together with business and industry.

Good session.

C. Mr. Wicke was absolutely fantastic! It is obvious that he has totally invested his life for the kids.

Understanding the difficult process of dealing with myriad school districts, Mr. Wicke is an extremely dedicated and inspired teacher.

Bill Wicke, Outstanding!

Excellent presentation!

Ms. Parker stilted school teacherish narration of slide presentation. More stress needed on infusion. This was slighted. Mr. Wicke got the job done!

Bill Wicke was superb! Very stimulating in his approach and ideas!

Didn't realize ti would be all on the elementary level. Was most impressed with Mr. Wicke.

D. Was a little too personal as moderator took offense to some things as a woman.

Our being educators made her nervous and she needn't have been, she was good.

Informative and informal.

A splendid effort - tried to answer the "why" of math, English, etc. in the curriculum.

Very practical and useful. Very informative. Very sincere, very nervous.

QUESTION III

A. Feel reinforced in my interest and motivation in the field.

Made minimal effort toward parent - lay interest.

Feel I understood fairly well.

Renewed rather than increased.

No effort was made to correlate the liberal aspects of education with the world of work-careers.

I'm just beginning to get involved in Career Education - so this was very stimulating.

Allow some time between sessions. At several I was late because the previous session did not end on time. Also need time to visit the exhibits.

Not so much the concept, but the practical utilization of tools to career understanding.

I have a good background in Career Education, but always learn something new.

B. From all sessions I attended.

A lot of new ideas I saw would have to be arranged by a coordinator.

Would like to see more classroom teachers attend - need to get to the teacher who works with the kids day in and day out.

D. The open discussion developed in the last session.

Opportunity to choose from such a broad perspective of interest areas.

Lunch speaker.

Mini-sessions.

Career Education in High School.

The diversity of presenters and topics.

Ways Career Education can be infused in the premary grades.

Career Education versatitity in relation to major curriculum areas, (reading, math, etc.).

Elementary Career Education.

Interesting career education on elementary level but would like more imput on a larger school system's set-up.

QUESTION III (continued)

Dr. Bruce McQuigg, the luncheon speaker as he conducted the morning session.

Exposure to other people in related areas - new ideas and contacts.

Parents in Career Education.

Dr. McQuigg and the food for though given as his dessert.

Main speaker and session IV-A. Two quality presentations. Far superior to share days of years past.

The description of various career programs.

Reports on grass roots activities and the steps by which they were implemented.

The luncheon speaker - also comments of speakers panelists who are deeply involved in career programs.

Way it was scheduled, hourly sessions and choice of where to go.

Good speaker at lunch.

Positive thinking in Section III-D.

Keynote address.

Hearing what others are doing.

Materials and ideas.

Dr. McQuigg.

More progress is being made than many of us would care to admit. Could this conference have been convened five years ago?

Variety of program.

Some presentations should have been made twice. I was forced to some when I wanted to attend others.

Slide and materials handed out.

The speech at the luncheon.

Ideas for practical application (varies greatly from elementary to secondary almost seperate conferences would be helpful.) Including a workshop just as a buzz session or exchange as of ideas with novices and experts would be very worthwhile.

Session II-C

QUESTION III (continued)

Hearing specifics about other programs - what works and what doesn't.

Very informative mini-sessions.

I think there should be some longer, in-depth ideas-exchange sessions. These sessions, though very good, had to be too short and superficial.

Labor relations between public education and labor.

Mini-sessions.

The turn out of Business and Industry people.

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633-4370

MEMORANDUM

TO: All School Superintendents

FROM: Nancy Harris
Division of Pupil Personnel Services

RE: Career Education Conference

DATE: February 25, 1977

The topic of career education is the subject of a state conference sponsored by the Indiana Department of Public Instruction. The conference, to be held in Indianapolis on May 5, 1977, at the Marriott, is being planned for persons from all parts of the state and from all sections of Indiana communities -- education, business, industry, labor, and key decision-makers representing the general public. Goals for the conference are: (1) to provide an opportunity for career education practitioners to share with and learn from each other; (2) to provide decision-makers, both within and outside of education, with an opportunity to examine the career education concept and assess its viability as a vehicle for reform of the system of American education; and (3) to serve as a vehicle for the dissemination of the findings from the career education needs assessment project and to examine possible future plans for career education in Indiana.

You are invited to bring a team of educators to participate in the conference. A suggested corporation team would represent central administration, gudiance, elementary-secondary education, curriculum, vocational education, and special education. Please encourage representatives from your local communities to attend the conference.

The presenters at the conference will be Indiana practitioners. Your help is being sought in nominating individuals (educators, as well as non-educators) to make these presentations. These individuals ought to have had previous involvement with career-related activities. Enclosed is a nomination form with a list of session topics for your use. Mileage will be reimbursed for presenters.

A luncheon has been arranged with the cost to be borne by the individual participants. Participants must register by April 15, 1977, with payment for lunch accompanying the registration form (Make checks payable to Career Education Conference). Please use the form attached.

The expense of mileage will not be reimbursed for attendance at the conference, except for presenters.

Date: May 5, 1977 Place: Marriott Inn, E. 21st & I-70, Indianapolis, Indiana

Luncheon Cost: $5.50, including gratuity and tax

Time: Registration -- 8:30 a.m. - 9:15 a.m.
Conference Program -- 9:15 a.m. - 3:30 p.m.

NH/lm

Enclosure

ANNOUNCING A CAREER EDUCATION CONFERENCE

May 5, 1977
Indianapolis Marriott Inn (Jct. E. 21 & I-70)

The topic of career education is the subject of a state conference sponsored by the Indiana Department of Public Instruction. The conference, to be held in Indianapolis on May 5, 1977, at the Marriott, is being planned for persons from all parts of the state and from all sections of Indiana communities -- education, business, industry, labor, and key decision-makers representing the general public. Goals for the conference are: (1) to provide an opportunity for career education practitioners to share with and learn from each other; (2) to provide decision-makers, both within and outside of education, with an opportunity to examine the career education concept and assess its viability as a vehicle for improving educational programs; and (3) to serve as a vehicle for the dissemination of the findings from the career education needs assessment project and to examine possible future plans for career education in Indiana.

Session topics included will be: "Business and Industry's Involvement in Career Education", "The Counselor and Career Education", "A Comprehensive K-12 Career Education Model", "Parents and Career Education", "Career Education in the Teacher/Counselor Training Institution", "Civic Education", and "Career Education and the Adult".

For further information and for forms to nominate topic presenters, contact Ms. Kim Powers (317/633-4841) or Ms. Nancy Harris or Mr. Al Brown (317/633-4370), Department of Public Instruction, 120 West Market Street, Indianapolis, Indiana 46204.

PROGRAM PRESENTER NOMINATION FORM

Topic Name (from "session topics" list): _____

_____

*Name of Nominee: _____

Address of Nominee: _____

_____

_____

Phone of Nominee: _____

Description of Program or Practice to be Presented (tentative program outline):

_____

_____

_____

_____

_____

_____

_____

_____

_____

(use back side of sheet, if necessary)

Name of Nominating Person or Group: _____

Address of Nominating Person or Group: _____

_____

_____

Person to Contact (for groups who nominate): _____

Phone: _____

Additional Information Important for Program Selection Committee to Consider:

_____

_____

_____

_____

*You may nominate yourself for a session topic.

REGISTRATION
Career Education Conference
Marriott Inn - E. 21st & I-70
Indianapolis, Indiana

Name: _____

Place of Employment: _____

Address: _____

_____

Phone Number: ____/_____

Area Represented:

- ☐ Business
- ☐ College and University
- ☐ Industry
- ☐ Labor
- ☐ Manpower
- ☐ School Administrator
- ☐ School Counselor
- ☐ Teacher
- ☐ Other _____

Please complete this form and enclose payment for lunch ($5.50), payable to Career Education Conference.

Send to:

Ms. Nancy Harris
Division of Pupil Personnel Services
120 West Market Street, 10th Floor
Indianapolis, Indiana 46204
317/633-4370

MUST REGISTER BY APRIL 15, 1977

Form may be xeroxed for each participant

SESSION TOPICS

CAREER EDUCATION AND THE ELEMENTARY TEACHER

In this session examples of activities to be used to teach career education concepts in the elementary grades and ways to integrate these activities into the existing curriculum will be discussed.

THE ROLE OF THE COUNSELOR IN CAREER EDUCATION

The role of the counselor in career education, ideas for inservice, classroom and small group activities as well as the school-community linkage will be explored in this presentation.

BUSINESS AND INDUSTRY IN CAREER EDUCATION

This program will describe the various ways in which the business and industrial community has been involved in the development and implementation of career education activities.

LABOR IN CAREER EDUCATION

This presentation will focus on the relationship and cooperation of labor and education in developing career education programs. The role that organized labor can have in the formulation of career education programs will be explored.

CAREER EDUCATION AND THE MIDDLE SCHOOL/JUNIOR HIGH SCHOOL TEACHER

In this session examples of activities to be used to teach career education concepts in the middle school/junior high school grades and ways to integrate these activities into the existing curriculum will be discussed.

CAREER EDUCATION AND THE HIGH SCHOOL TEACHER

In this session examples of activities to be used to teach career education concepts in the high school grades and ways to integrate these activities into the existing curriuclum will be discussed.

CAREER EDUCATION IN TEACHER/COUNSELOR TRAINING PROGRAMS

This session will focus on ways that students in professional preparation programs can be trained to teach career education concepts.

PARENTS IN CAREER EDUCATION

This session will explore some of the ways that parents can aid in the career development of their children and participate in career education activities.

THE DEVELOPMENT OF CAREER RESOURCE CENTERS

The resource center can be an important aspect of a career education program. This session topic includes development of the facilities, kinds of materials used and how the center is used.

THE INFUSION OF CAREER EDUCATION INTO THE CURRICULUM

This session will include techniques to be used to integrate career education concepts into subject matter areas.

CAREER EDUCATION AND THE SPECIAL CHILD

This session will describe career education programs that are specifically designed to meet the needs of special children. The term "special childred" includes EMR, LD, ED, physically handicapped and gifted and talented children.

A COMPREHENSIVE K-12 CAREER EDUCATION MODEL

Descriptions of district-wide comprehensive career education programs will be shared.

CIVIC AND PROFESSIONAL ORGANIZATION IN CAREER EDUCATION

This program will describe the various ways in which civic and professional organizations have been involved in the development and implementation of career education.

THE ELIMINATION OF OCCUPATIONAL STEREOTYPING

This session will explore the use of career education concepts and activities to prevent the limitations of career aspiration due to sex or race.

CAREER EDUCATION AND THE ADULT

Career development is a life long process. This session will provide information about programs, services and techniques that will aid adults with career decisions.

CAREER EDUCATION FOR THE BILINGUAL, MULTI-CULTURAL STUDENT

This session will describe career education programs specifically designed to meet the needs of bilingual and/or multi-cultural children.

For further information, contact:

Alexander Brown, Division of Pupil Personnel Services
317/633-4370

Nancy Harris, Division of Pupil Personnel Services
317/633-4370

Jerry Colglazer, Division of Curriculum
317/633-4507

Kim Powers, Division of Vocational Education
317/633-4841

State Conference on Career Education

Marriott Inn Indianapolis

Sponsored By

Indiana Department of Public Instruction
Harold H. Negley, Superintendent

8:30 a.m. — 9:00 a.m.	Registration	Main Lobby
8:30 a.m. — 3:00 p.m.	Exhibits	Track B
	Mobile Unit Displays	Parking Lot
9:00 a.m. — 9:30 a.m.	General Session	Tracks D & E

Session I 9:30 a.m. — 10:30 a.m.

A. The Role of the Counselor in Career Education — *Iron Horse*

Presenters: Jan Barcus, Career Counselor, Indiana Career Resource Center

Marsha Silverman, Career Counselor, Indiana Career Resource Center

B. Business and Industry in Career Education — *Track C*

Presenters: Lewis Staum, Manager, Employee and Community Relations, General Electric Co., Bloomington

Elaine Schenck, Beth Dauterman and Darnell Bailey, South Bend Community Schools, South Bend

C. Career Education in the Elementary School — *Indiana*

Presenters: Joyce McFadden, Teacher, Eisenhower Elementary School, Crown Point

Margaret Showalter, Teacher, Shoals Community Elementary School, Shoals

D Career Education in Teacher/Counselor Training — *Stagecoach*

Presenters: Dr. R. Bruce McQuigg, School of Education, Indiana University, Bloomington

Dr. Will Hine, Division of Education, Indiana University — East, Richmond

Session II 10:30 a.m. — 11:30 a.m.

A. The Development of Career Resource Centers — *Iron Horse*

Presenters: Joyce Phelps, Career Education Coordinator, Monroe County Community School, Bloomington

Bill Birk, Teacher, Griffith High School, Griffith

B. Career Education and the Special Child — *Track C*

Presenter: Roger Neal, Teacher, Elkhart Memorial High School, Elkhart

C. Career Education in the Middle School/Junior High School — *Indiana*

Presenter: Barbara Hawkins, Counselor, Martinsville East Middle School, Martinsville

D. Career Education and the Adult — *Stagecoach*

Presenters: Karen O'Neill, St. Mary's College, Notre Dame

Nancy Brouillard, Counselor, Indiana Vocational and Technical School, Indianapolis

Lunch 11:30 a.m. — 1:00 p.m. — *Tracks D & E*

Keynote Address: Dr. R. Bruce McQuigg, School of Education, Indiana University, Bloomington

Topic: "A New Look From an Old Source"

Session III 1:00 p.m. — 2:00 p.m.

A. A Comprehensive K-12 Career Education Model — *Iron Horse*

Presenter: James E. Williams, Program Director, Career Resource Center, New Albany — Floyd County Consolidated Schools, New Albany

B. Parents in Career Education — *Track C*

Presenters: Dr. Robert S. Barkhaus and Dr. Charles W. Bolyard, Indiana University-Furdue University, Fort Wayne

Carole Brownard, Counselor, Bloomington High School South, Bloomington

C. Career Education and the Adult — *Indiana*

Presenters: Paula Auburn, Women's Career Center, South Bend

Jenny Perkins, Junior League, South Bend

D. Career Education in the High School — *Stagecoach*

Presenters: Al St. Clair, Career Guidance Specialist, Rochester

Gary Schneck, Counselor, Maconaquah High School, Bunker Hill

Session IV 2:00 p.m. — 3:00 p.m.

A. The Elimination of Occupational Stereotyping — *Iron Horse*

Presenter: Dr. Judith Samualson, Career Education Consultant, Indianapolis Public Schools, Indianapolis

B. Indiana Career Education State Plan — *Track C*

Presenter: Nancy Harris, Director, Indiana Career Education State Plan, Indiana Department of Public Instruction

C. The Infusion of Career Education Into the Curriculum — *Indiana*

Presenters: Barbara Parker, Teacher, Mary Beck Elementary School, Elkhart

Bill Wicke, Teacher, Central Elementary School, Michigan City

D. Labor in Career Education — *Stagecoach*

Presenter: Rebecca Callan, United Auto Workers, Elkhart

APPENDIX F

Position Statement for Career Education

INDIANA CAREER EDUCATION STATEMENT
January 21, 1977

Career education is the totality of those educational experiences that enable individuals to learn about and to prepare for work. These experiences are continuous and occur at all age levels--childhood through adult--and are for all learners of all economic, social and ethnic backgrounds.

Focusing on the total development of each individual, career education encompasses the awareness of self, the appreciation of the world of work--both paid and unpaid--and the attainment of planning and decision-making skills. It spans all occupational levels including those requiring minimal training as well as those requiring very high levels of specialized competence.

Career education functions through the total efforts of education, the home and the community to make education more relevant to the individual. It does not seek to replace academic or vocational education or to separate them. Career education provides, within the existing curricula, opportunities to explore and experience a wide variety of careers and encourages a respect for the dignity of all work. The aim is to develop productive members of society who are equipped to cope with and adjust to present and future life situations.

APPENDIX G

Student Outcome Statements for Career Education

GOAL STATEMENTS FOR CAREER EDUCATION
January 21, 1977

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.

A student will be able to:

Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.

Understand the nature of and requirements for a variety of occupational and educational opportunities.

Choose a career path by considering both personal characteristics and career information.

A student will have developed:

A set of values that includes a desire to work.

The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.

Marketable skills and/or knowledge of how and where to attain skills.

Skills that will assist in locating and obtaining employment.

Work habits and interpersonal skills necessary for succeeding in a career.

The ability to cope with and adjust to economic, technological and societal changes.

APPENDIX H

Career Education Brochure

State of INDIANA

Department of Public Instruction
Harold H. Negley, Superintendent
Room 229, State House • Indianapolis 46204
317/633-6610

Division of Pupil Personnel Services
120 West Market Street – 10th Floor
317/633-4370

IDNIANA CAREER EDUCATION POSITION STATEMENT

Career education is the totality of those educational experiences that enable individuals to learn about and to prepare for work. These experiences are continuous and occur at all age levels--childhood through adult--and are for all learners of all economic, social and ethnic backgrounds.

Focusing on the total development of each individual, career education encompasses the awareness of self, the appreciation of the world of work--both paid and unpaid--and the attainment of planning and decision-making skills. It spans all occupational levels including those requiring minimal training as well as those requiring very high levels of specialized competence.

Career education functions through the total efforts of education, the home and the community to make education more relevant to the individual. It does not seek to replace academic or vocational education or to separate them. Career education provides,

within the existing curricula, opportunities to explore and experience a wide variety of careers and encourages a respect for the dignity of all work. The aim is to develop productive members of society who are equipped to cope with and adjust to present and future life situations.

Developed by the State Advisory Council for Career Education and endorsed by Dr. Harold H. Negley, Superintendent of Public Instruction.

THE NEED

The demand for career education is based upon a growing feeling that American education is not meeting the needs of today's youth.

- Many persons leave the educational system without mastering the basic academic skills.
- Many students can not relate what they are being asked to learn in school to what they will do when they leave the educational system.
- American education, as currently structured, best meets the needs of that minority of persons who will someday graduate from college; it has lacked equal emphasis on meeting the educational needs of the vast majority of students.
- American education has not kept pace with the rapid change in the post-industrial occupational society; thus producing workers whose training does not reflect the availability and requirements of the job market.
- Many persons exit the educational system at both the secondary and collegiate levels lacking the vocational skills, self-understanding, career decision-making skills or the work attitudes that are essential for making a successful transition from school to work.
- Occupational stereotyping, racial as well as sexual, occurs in American education as evidenced in educator attitudes, instructional materials, and counseling practices.
- Educators have often failed to recognize that many learning opportunities do exist outside of the school building.
- The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

Adapted from U.S.O.E. Policy Paper "An Introduction to Career Education"

GENERALIZATIONS

1. Career education is for all persons.
   It includes the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females. Those involved in the delivery of career education must try to increase the awareness and aspirations of all individuals and expand their career options to an equal degree without regard to stereotypes based on race or sex.

2. Career education is in all levels of education.
   It is continuous, including elementary and secondary years, vocational and technical education, post-secondary training and continuing education.

3. Career education involves the cooperation of all educational personnel.
   For successful implementation of career education, the administrative, instructional, and guidance staffs, as well as other support personnel, must be involved.

4. Career education is taught in all subject matter areas.
   It is infused into the traditional curriculum thus making school experiences more relevant for the individual. The development of basic educational skills, attitudes, human relations skills, and habits appropriate for the world of work is as important for the individual as training in job performance skills.

5. Career education is for all occupations and professions.
   It provides preparation for jobs requiring minimal training as well as those requiring very high levels of specialized competence.

6. The concept of work is central to the definition of career education.
   The term "work" includes both paid and unpaid employment.

7. Career education focuses on the career development of the individual.
   The major components are self-awareness, decision-making and career awareness. Career-centered instruction should be developmental; that is, it should be continuous, not terminal. Career development--like development in citizenship, in aesthetics, and in physical social and intellectual abilities--is a gradual and continuing process.

8. Career education includes the community.

   It functions through the total efforts of education, the home and the community. Business, labor and industry are integrally involved in the delivery of career education.

9. Career education is a concept; vocational education is a program.

   Vocational education focuses on the development of specific skills in preparation for work. It, as well as language arts, social studies, physical education etc., are programs through which career education is delivered.

HISTORY

1969	Indiana Career Resource Center began operation
1970	Coordinator named at the Department of Public Instruction
1971	"Career Education Now" ... Dr. Sidney P. Marland; U.S. Commissioner of Education
1972-1975	Comprehensive career education sites established at Elkhart and New Albany
	Mini-Projects funded to develop career education activities at particular educational levels
Spring 1972	State Career Education Awareness Conference
1972-1974	Career Education Curriculum Guide developed by Department of Public Instruction
1973	Career Resource Project began operation
Winter 1973	District Team Planning Workshop
Spring 73-76	Career Education Share Days
1974	Education Amendments of 1974 1. provided demonstration funds earmarked for career education 2. established the Office of Career Education as part of U.S.O.E. 3. established the National Advisory Council on Career Education
	Indiana University and Ball State University counselor education projects in career guidance
1975-1976	U.S.O.E. grant to establish two demonstration and four incremental improvement sites
	Indiana University Career Awareness Project
	Career Education Television Seminars
Spring 1975	Three member coordinating team appointed representing Division of Curriculum, Pupil Personnel Services, and Vocational Education
Fall 1975	two "Drive-In workshops

Spring 1976	Administrators' Conference on Career Education
1976-1977	State Planning grants awarded
November 1976	Commissioner's National Conference on Career Education
January 1977	Career education position statement and goal statements endorsed by Superintendent of Public Instruction
May 1977	State Conference on Career Education - Houston follow-up
1976-1977	Career Education State Plan Project

GOALS OF THE INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

The following goal statement for Department of Public Instruction clearly indicates that career education is not separate from one's total learning but is an integral part in the delivery of the Indiana goals of education.

> "To develop further and to encourage operation of programs enabling each public school student to maximize his educational potential in the use of the English language and other communication skills; computational and other mathematical skills; self-understanding and understanding of others; vocational skills; knowledge of the social, economic, and govermental institutions of his community, his state, his nation, and his world; knowledge of the physical universe; knowledge of the fine arts, and his physical and mental health needs."

(taken from page 12-1 of the 1972 Administrative Handbook, Indiana Department of Public Instruction)

INDIANA GOAL STATEMENTS FOR CAREER EDUCATION

Recognizing that the development of a career is a life long process, the statements below describe the knowledge and skills a student should gain from the comprehensive K-12 career education program.

A student will be able to:

Recognize his/her personal characteristics as they relate to career decisions, including interests, abilities, skills, and values.

Understand the nature of and requirements for a variety of occupational and educational opportunities.

Choose a career path by considering both personal characteristics and career information.

A student will have developed:

A set of values that includes a desire to work.

The ability to apply the reading, writing and mathematical skills necessary to succeed in work and/or further education.

Marketable skills and/or knowledge of how and where to attain skills.

Skills that will assist in locating and obtaining employment.

Work habits and interpersonal skills necessary for succeeding in a career.

The ability to cope with and adjust to economic, technological and societal changes.

From the state career education goals, persons in classrooms, educational programs, schools, institutions, and communities in the state can then establish objectives to meet specific learner and community needs.

Developed by the State Advisory Council for Career Education and endorsed by Dr. Harold H. Negley, Superintendent of Public Instruction.

THE PROCESS: INFUSION

Career education is a concept not another subject or course to be added-on to the curriculum. To best meet the career development needs of students, career education concepts need to be infused into existing subject matter areas. The term "infuse" means to insert, to interject, or to integrate. Relating this definition to career education, infuse means to integrate or to weave career concepts with appropriate subject matter concepts. As an example, an elementary student's multiplication skills can be reinforced after talking with a traveling salesperson who must figure the reimbursed cost of the miles traveled per month. Another example could be a high school biology class's study of the effects of a water shortage on the economics and jobs of a particular area as well as its effect on the plant and animal life.

> "Career education can be woven into existing disciplines. Weaving is a process where a thread is run with other threads so that the combination of threads make a fabric. Could not the fabric be called education? Though color and design of the fabric might vary from school district to school district, the thread of career education, as well as the other threads that make up the fabric of education, can still be seen and, therefore, be accountable."*

* Remarks prepared by Marvin Harmon, Specialist Career Development Project, Oregon State Department of Education.

THE SEQUENCE OF EXPERIENCES

(K-5) INTRODUCE

AWARENESS OF SELF AND RESPECT FOR THE WORLD OF WORK

Self-awareness and a realistic awareness of the world of work will assist students in gaining respect for work and appreciate its importance to our society.

(6-8) EXPLORE

EXPLORATORY EXPERIENCES ARE IMPORTANT IN THE PROCESS OF CAREER DEVELOPMENT

Many exploratory experiences are essential for a student to have a broader knowledge base of self and in order to make more realistic educational and occupational choices.

(9-10) INVESTIGATE

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENTAL PROCESS

Career cluster investigation better prepares students to identify interests, assess potential, and make informed decisions regarding their immediate goals.

(11-12) EXPERIENCE

CAREER PREPARATION IS ACHIEVED THROUGH SUCCESSFUL EDUCATIONAL AND TRAINING EXPERIENCE

Sequential career education prepares students for entering either post-secondary education or useful and rewarding employment.

CAREER EDUCATION SITES TO CONTACT

New Albany - Floyd County Consolidated School Corporation
contact: Mr. James Williams
Career Resource Center
1825 Beeler Street
New Albany, Indiana 47150

Elkhart Community Schools
contact: Mr. Richard Morrison / Ms. Carol Wiegner
Elkhart Area Career Center
2424 California Road
Elkhart, Indiana 46514

Monroe County Community School Corporation
contact: Ms. Joyce Phelps
Bloomington High School South
1965 Walnut
Bloomington, Indiana 47401

Indianapolis Public Schools
contact: Mr. Peter Winegard / Mr. Perry Carter
Indianapolis Public Schools
Education Center, Room 504
120 E. Walnut Street
Indianapolis, Indiana 46204

Hammond Public Schools
contact: Ms. Rose Trachenberg
School City of Hammond
5935 Hohman Avenue
Hammond, Indiana 46320

RESOURCE CENTERS

Indiana Career Resource Center
contact: Dr. Gerald Dudley
1209 South Greenlawn Avenue
South Bend, Indiana 46615

Career Resource Project
contact: Mr. Dave Carver
3501 First Avenue
Evansville, Indiana 47710

For further information, contact:

Nancy Harris, Division of Pupil Personnel Services
317/633-4370

Kim Powers, Division of Vocational Education
317/633-4841

Jerry Colglazer, Division of Curriculum
317/633-4507